DOCUMENT RESUME

ED 399 305 TM 025 980

TITLE Profile of the 1994-95 State Assessment Systems and Reported Results. National Education Goals Panel 96-05.
INSTITUTION National Education Goals Panel, Washington, DC.
PUB DATE Jun 96
NOTE 259p.
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Academic Achievement; *Accountability; Criterion Referenced Tests; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; National Surveys; Norm Referenced Tests; *Profiles; Research Reports; *State Programs; Tables (Data); *Testing Programs; *Test Results; Test Use
IDENTIFIERS *Curriculum Alignment; Writing Samples

ABSTRACT

This "Profile" offers a snapshot of state assessment systems by describing some of their fundamental characteristics. Its focus is on what individual states are doing in terms of developing their own standards and assessments and how they report these results. Two pages of information are presented for each state (but not for the District of Columbia or territories). Data for the first page are from the annual survey of the Council of Chief State School Officers and the North Central Regional Educational Laboratory. Data for the second page come from individual states' assessment or accountability reports and reflect selected reporting practices. Forty-five states have statewide assessment systems. Thirty-eight states have at least one to three different components of testing, and seven states have four or more components. Testing is most frequent in the areas of reading, writing, mathematics, science, and social studies. All states that have a state assessment system test in mathematics, and 39 states test in reading. Six states use only a norm-referenced test, while most of the remaining states use one or a combination of norm-referenced, criterion-referenced, and writing sample tests. Twenty-six states with an assessment system use the results for student accountability purposes, and assessment results are used for school accountability in 40 states. Twenty-three states report that their assessments are currently aligned to their standards, and 21 states report that they are in the process of being aligned. Appendixes present state-level reading and mathematics achievement data, survey items, a glossary and technical notes, and a list of 11 additional resources. (Contains 45 state tables and 95 state graphs.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM025980

TM

ED 399 305

PROFILE OF 1994-95 STATE ASSESSMENT SYSTEMS AND REPORTED RESULTS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NATIONAL EDUCATION **GOALS** PANEL

JUNE 1996

96-05

TM025980

BEST COPY AVAILABLE

PROFILE OF 1994-95
STATE ASSESSMENT SYSTEMS AND REPORTED RESULTS

NATIONAL
EDUCATION
GOALS
PANEL

JUNE 1996

ACKNOWLEDGEMENTS

Planning, design, and production of the *Profile of 1994-95 State Assessment Systems and Reported Results* were the responsibility of Leslie Lawrence.

The National Education Goals Panel would like to thank Ann Webber, Babette Gutmann, and Allison Henderson of Westat, Inc., for their invaluable technical support services.

Special thanks also go to members of our ad hoc review committee who provided meaningful comments and recommendations as this work progressed: Rolf Blank, Council of Chief State School Officers; Joe Creech, Southern Regional Education Board; Denise McKeon, American Educational Research Association; Maggie McNeely, U.S. Department of Education; Cynthia Prince, National Education Goals Panel; Ed Roeber, Council of Chief State School Officers; Mary Rollefson, U.S. Department of Education; and Ramsay Selden, Education Statistics Services Institute.

Additional thanks go to members of the National Education Goals Panel's Working Group for their critical comments, especially members of the task force on state assessment systems: Pam Devitt, Tim Kelly, Maggie McNeely, and Emily Wurtz.

Appreciation goes to staff members at the North Central Regional Education Laboratory (NCREL), especially David Braskamp and Linda Bond, for their efforts in providing much of the needed data for this report.

The Panel would also like to thank Nancy Merrill and Saunders Freeland of Westat, Inc., for their efforts in report design and production.

Finally, the Panel acknowledges the state assessment directors for all their assistance in enabling us to ensure that this document reflects their systems.

FOREWORD

On behalf of the National Education Goals Panel, I am pleased to provide you with this *Profile of 1994-95 State Assessment Systems and Reported Results*. The Goals Panel has had a long-standing conviction that high academic standards and assessments of their attainment are an integral part of reaching the National Education Goals. The Panel believes that reaching Goal 3, Student Achievement and Citizenship, is dependent on the development of rigorous academic standards and sound assessments, and that the most important venues for their development are states and communities.

This belief was unanimously supported at the recent 1996 National Education Summit. Governors and business leaders from across the country stated, "We believe that efforts to set clear, common, state and/or community-based academic standards for students in a given school district or state are necessary to improve student performance. We believe that states and communities can benefit from working together to tap into the nation's best thinking on standards and assessments." These same leaders committed over the next two years to set rigorous state academic standards for students and to create assessments of whether those standards are being met.

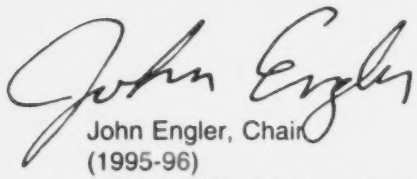
This *Profile* offers a snapshot of where state assessment systems are today. It is a user's guide, answering some of the most basic questions about state systems. It describes some of the fundamental characteristics of current systems--such as the subjects and grades that are being tested and the stated purpose of the various assessments. It also describes selected reporting practices at the state level.

Unfortunately, the *Profile* cannot address some of the important questions we need to answer. For all the time, effort, and money dedicated to testing, results do not always show whether students have learned what they will need to know. It's no longer enough to know if a student is above or below average; we need to find out whether they have attained the standards to which the real world will hold them. Policymakers and parents alike need to measure if our students are learning what they need to know. Businesses are looking for workers with higher levels of knowledge and skills than ever before. The high bar for success in the real world has been raised. Will our students meet that test? As a user's guide, this *Profile* will aid educators, policymakers, and business leaders in gathering some of the information needed as states and communities work toward developing or revising their systems of standards and assessments--so that we understand whether students have learned what they need to know.

Within the next few years states and communities will be developing and revising clear academic standards and systems of assessing student attainment of those standards. As states and communities meet those challenges, the National Education Goals Panel encourages them to develop and revise assessments to align with those standards. We encourage them to report assessment results in a manner that is clear and meaningful to all interested parties--from parents to employers to policymakers--so they know how their students, schools, and school districts are doing. And, as states and communities proceed on these challenges, the Panel encourages them to consider providing a method to inform the public about how the achievement of our students compares to that of students in other states and nations. The National Assessment of Educational Progress is currently used, on a voluntary basis, by many states for this purpose.

If we succeed, then we can answer the tough questions parents and others are asking: Are our students learning what they need to know? Are our students performing as well as others across the country and elsewhere in the world?

The Goals Panel is eager to join the efforts of the Governors, legislators, business leaders, parents, and educators throughout the states and communities to set high expectations and determine if they are being met. This report shows us where we are and how far we need to go.



John Engler, Chair
(1995-96)
National Education Goals Panel,
and Governor of Michigan

Governors

Evan Bayh
Governor of Indiana

David M. Beasley
Governor of South Carolina

Kirk Fordice
Governor of Mississippi

James B. Hunt
Governor of North Carolina

Roy Romer
Governor of Colorado

John G. Rowland
Governor of Connecticut

Christine Todd Whitman
Governor of New Jersey

Members of the Administration

Carol H. Rasco
Assistant to the President for
Domestic Policy

Richard W. Riley
Secretary of Education

Members of Congress

Jeff Bingaman
U.S. Senator, New Mexico

Jim Jeffords
U.S. Senator, Vermont

William F. Goodling
U.S. Representative, Pennsylvania

Dale E. Kildee
U.S. Representative, Michigan

State Legislators

Anne C. Barnes
State Representative, North Carolina

G. Spencer Coggs
State Representative, Wisconsin

Robert T. Connor
State Senator, Delaware

Douglas R. Jones
State Representative, Idaho

Executive Director

Ken Nelson

TABLE OF CONTENTS

Page

Introduction i

Profile of 1994-95 State Assessments and Reported Results

Alabama 2
Alaska 4
Arizona 6
Arkansas 8
California 10
Colorado 12
Connecticut 14
Delaware 16
Florida 18
Georgia 20
Hawaii 22
Idaho 24
Illinois 26
Indiana 28
Iowa 30
Kansas 32
Kentucky 34
Louisiana 36
Maine 38
Maryland 40
Massachusetts 42
Michigan 44
Minnesota 46
Mississippi 48
Missouri 50
Montana 52
Nebraska 54
Nevada 56
New Hampshire 58
New Jersey 60
New Mexico 62
New York 64
North Carolina 66
North Dakota 68
Ohio 70
Oklahoma 72
Oregon 74
Pennsylvania 76
Rhode Island 78
South Carolina 80
South Dakota 82
Tennessee 84
Texas 86
Utah 88
Vermont 90
Virginia 92
Washington 94
West Virginia 96
Wisconsin 98
Wyoming 100

Appendix A. State Level Reading and Mathematics Achievement Data from the National Assessment of Educational Progress (NAEP) A-1

Appendix B. Survey Items B-1

Appendix C. Glossary and Technical Notes C-1

Appendix D. Additional Resources D-1

INTRODUCTION

This *Profile of 1994-95 State Assessment Systems and Reported Results* is a response to the Panel's desire to know what states are doing in the area of assessments and how they are reporting results. It provides information on individual states' current assessment and reporting practices.

The annual *National Education Goals Reports* present student achievement information as measured by the National Assessment of Educational Progress (NAEP). They monitor progress toward Goal 3 at both the national and state levels by reporting three performance levels defined by the National Assessment Governing Board (NAGB) -- Basic, Proficient, and Advanced. The NAEP data provide comparable information across the states. The focus of this report, however, is to document what individual states are doing in terms of developing their own standards and assessments, and how they report those results (state level reading and mathematics data from NAEP are included in Appendix A).

Report Format

Two pages of information are presented for each state.[1] The data for the first page are from the Council of Chief State School Officers' and North Central Regional Educational Laboratory's Association of State Assessment Programs (ASAP) Annual Survey and reflect the status of each state's assessment program as of August 1995,[2] the end of the 1994-95 school year. These surveys were filled out[3] by the assessment director, or their designee, within each state. Their names and phone numbers have been listed to provide the reader with the information necessary to gather more details. Specific items used from the survey are listed in Appendix B.

Data for the second page come from individual states' assessment or accountability reports and reflect selected reporting practices. In choosing which results to display, NEGP used the following criteria:

- Tests in reading and mathematics;
- Test results that were reported using performance levels or standards; and
- Tests that measure achievement at three levels -- elementary, middle, and high school -- and closest to grades 4, 8, and 11.

We did not profile results from exit examinations because, on the whole, these assessments tend to measure basic skills and report information on a pass/fail basis. For a few states, no test results are presented because either the state had no statewide assessment system or the system had been temporarily suspended for the 1994-95 school year.

1. Data are not presented for the District of Columbia and the Territories because they were not included in the Association of State Assessment Programs (ASAP) Annual Survey conducted by the Council of Chief State School Officers.

2. Data were reviewed by state assessment directors during March and April of 1995. Therefore, these state data may differ slightly from data published by the Council of Chief State School Officers and the North Central Regional Educational Laboratory in their publication on student assessment programs for the 1994-95 school year.

3. Blank space is an indication that the question was not applicable to the state, the answer was "no," or the state did not answer the question.

A Glossary and Technical Notes have been included (in Appendix C) to provide the reader with definitions of terms and additional information on various states' performance levels. Other documents that the reader may find useful in learning more about this subject are included in the Additional Resources list (in Appendix D).

What Have We Found?

Forty-five states have statewide assessment systems. (The remaining five states do not have a statewide system or have temporarily suspended their program.) Most states (38) have at least one to three different components of testing, while seven states have four or more components. [For the purposes of this report, a component is defined by its format (the type of testing method used) and/or its purpose (e.g., to determine school readiness or student achievement).]

As expected, there is a lot of diversity in how states are measuring student achievement. This section answers key questions about the various assessment components within a state.

What subjects and grades are tested?

Testing is most frequent in the subject areas of reading, writing, mathematics, science, and social studies. A few states test in additional subject areas such as spelling, health, and communication. All states that do have a state assessment system test in mathematics and 39 states test in reading. For most states, some type of assessment is done at the elementary, middle, and high school levels. Grades 4, 8, and 11 are the most regularly assessed, with 33 states testing in grade 4, 40 states testing in grade 8, and 32 states testing in grade 11.

What type of tests are used?

A variety of tests are used to assess student achievement across the states. Six states reported using only a norm-referenced test, while the remaining states reported using a combination of one or more of the following test types: norm-referenced, criterion-referenced, writing samples, performance testing, constructed open response, and portfolio assessment. Of all types of tests reported, the most widely reported methods used are writing samples (used by 34 states), criterion-referenced testing (used by 31 states), and norm-referenced testing (used by 30 states).

How are the results used?

Twenty-six states with an assessment system use their assessment results for student accountability purposes, with the most prevalent being to measure whether students have met high school exit requirements (in 17 states) and to provide student awards or recognition (in 9 states).

Assessment results are used for school accountability in 40 states. School performance reporting was the most widely used school accountability mechanism, being used by 36 states. States also reported using results for other purposes, including decisions about school accreditation, school awards or recognition, and as a guarantee of skills demonstrated by high school students.

What are the consequences for schools?

In 27 states, school consequences such as probation or watch lists, funding gain or loss, warnings, and accreditation loss are reported as a feature of their assessment system. Thirteen states reported funding gain or loss as a type of school consequence used, while 11 states reported probation or watch lists. Only 2 states reported any type of consequences for staff.

How are special education students (those with an Individualized Education Plan -- IEP) and Limited English Proficient (LEP) students included in assessments?

Forty-two states reported providing accommodations for special needs students, such as extra time, large print, audio-taped responses, or the use of a word processor. Twenty-seven of these states reported providing accommodations to both IEP and LEP students, while 15 of these states reported providing accommodations only to IEP students. Nine states reported providing alternative assessments for their special needs populations.

Are tests aligned with curriculum frameworks or standards? What are the future directions for assessment?

Twenty-three states reported their state standards, curriculum frameworks or state goals are aligned with their assessments, while 21 states reported that they are in the process of being aligned.[4] More than half of the states reported adding new tests to their current system and nine states reported adding new kinds of test items, such as performance-based items or writing samples. Six states reported including staff development or training in assessment in their future plans.

How are results reported?

More than half of all states with a statewide assessment system reported results using either the percentage of students reaching 3 or more performance levels (or standards) or the percentage of students reaching a state goal. For example, the state of Connecticut has established state performance goals for each of the grades and subjects tested on the Connecticut Mastery Test and the Connecticut Academic Performance Test. Students who achieve certain scores on these tests are considered to have met the state goal. In Kentucky, four performance levels have been defined: (1) distinguished (the student has deep understanding of the concept or process, can complete all important parts of the task, and can communicate well, think concretely and abstractly and analyze and interpret data); (2) proficient (the student understands the major concepts, can do almost all of the task, and can communicate concepts clearly); (3) apprentice (the student has gained more understanding and can do some important parts of the task); and (4) novice (the student is beginning to show an understanding of new information or skills). The overall goal is to have every student at the proficient level or above.

Conclusion

At the 1996 National Education Summit, governors and business leaders from across the country committed to the challenges of setting rigorous state academic standards and creating assessments of student attainment of those standards. This *Profile* shows that currently 23 states report that their assessments are aligned to their standards, and 21 states report they are in the process of being aligned. It was designed to be a user's guide on the current status of state assessments. By representing a snapshot of where states are today, this *Profile* provides some of the necessary information for policymakers and others as they begin to address these challenges.

4. Although the terms "state standards," "curriculum frameworks," and "state goals" were defined in the Glossary of the Survey, states may have relied instead upon definitions they use within their states, making comparability across states very difficult. In addition, states were allowed to define the term "alignment" and use that definition when answering the question, "Is your state's assessment program aligned to the curriculum frameworks, state goals, or standards?"

PROFILE OF 1994-95 STATE ASSESSMENTS AND REPORTED RESULTS

	Alabama Basic Competency Tests	Alabama Direct Assessment of Writing	Differential Aptitude Test	High School Basic Skills Exit Exam	Math End-of-Course Test	Stanford Achievement Test (8th Edition)
What grades & subjects are tested?	9: language, math, & reading	5, 7: writing	8: aptitudes	11, 12: language, math, & reading	7-12: geometry, algebra I	3-11: language, math, reading, science, social studies, spelling, study skills, listening
What type of test is used?	CRT	Writing samples	NRT	CRT	CRT, free response	NRT
What is the purpose?	To assess student mastery of basic content; to provide checkpoints for exit exam	To assess writing performance	To compare with norming group; predict future performance; assess occupational interests	To determine student mastery of required minimum skills necessary for earning a diploma	To assess student understanding of concepts, skills; to encourage consistency across state as described in AL courses of study	To compare with norming group
How are the results used?						
Student Accountability				Graduation	Course grades (LEA option)	
School Accountability	Reporting	Reporting		Reporting	Reporting	Reporting
What are the consequences for schools?	Accreditation loss	Accreditation loss		Accreditation loss	Accreditation loss	Accreditation loss
How are IEP & LEP students included?						
Accommodations	Yes, for IEP	Yes, for IEP	Yes, for IEP	Yes, for IEP	Yes, for IEP	Yes, for IEP
Alternative Assessments						
Participation Determination	Committee decision (IEP/LEP)	Committee decision (IEP/LEP)	Committee decision (IEP/LEP)	Committee decision (IEP/LEP)	Committee decision (IEP/LEP)	Committee decision (IEP/LEP)

Are tests aligned with curriculum frameworks or standards?: Alabama has developed content and performance standards and assessment frameworks. The state assessment system is aligned with these items.

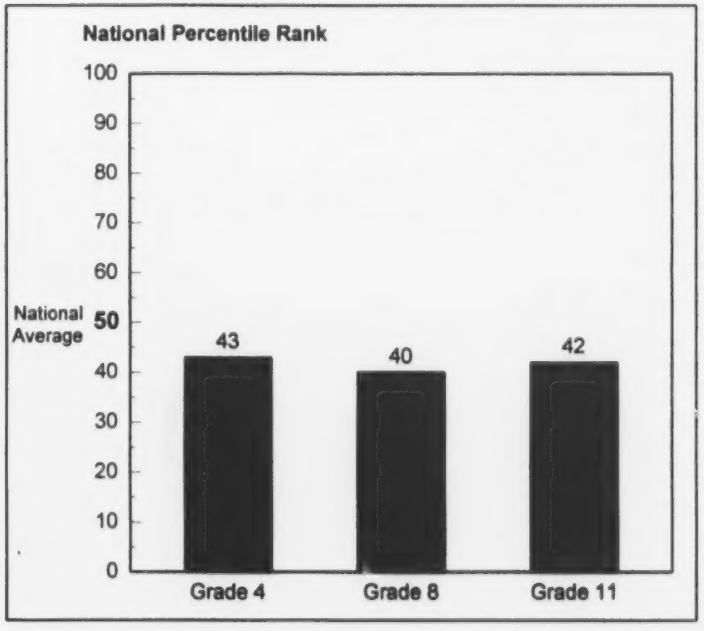
What are the future directions for assessment?: Alabama is studying the possibility of adding end-of-course tests in science and social studies.

Who can I contact for more information?: Gloria Turner (334/242-8038)

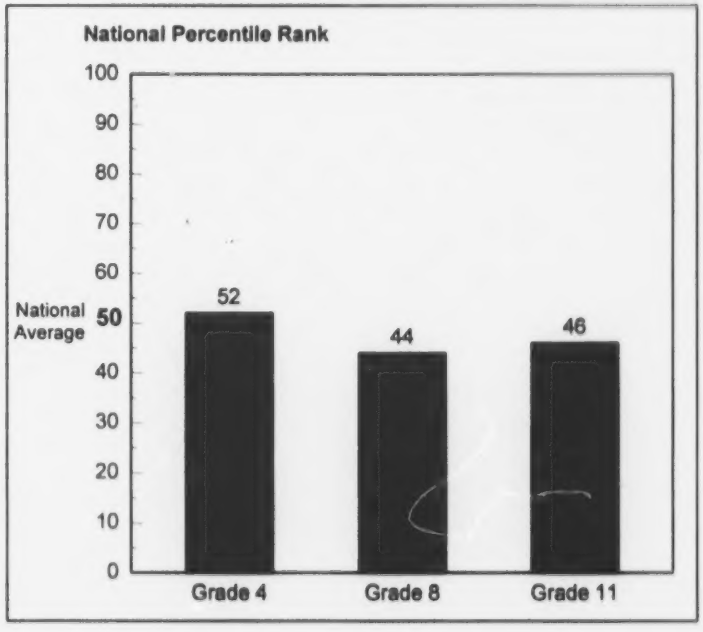
What test is profiled below?: Stanford Achievement Test, 8th Edition (SAT 8)

How does the state report results?: Alabama reports SAT 8 results using national percentile ranks.

Reading
State Average Percentile Rank, 1995



Mathematics
State Average Percentile Rank, 1995



Graph reads: In 1995, on the average, 4th grade students in Alabama performed at the 43rd national percentile in reading. The national average is the 50th percentile.

	Norm-Referenced Testing
What grades & subjects are tested?	4, 6, 8: language arts, math, & reading
What type of test is used?	NRT
What is the purpose?	Accountability
How are the results used?	
Student Accountability	
School Accountability	Reporting
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	
Alternative Assessments	
Participation Determination	

Are tests aligned with curriculum frameworks or standards?: Alaska has developed state goals, content standards in 10 areas, and is developing curriculum frameworks. Alaska plans to align the state assessment program with these items.

What are the future directions for assessment?: Alaska has adopted a new NRT for 1995-96 and began using a survey form of an NRT in grades 4, 8, and 11 for fall testing. In 1995-96, the California Achievement Test will be used to report student performance in reading, math, and language arts for grades 4, 8, and 11. The state also plans to design a new assessment program, which is likely to include a direct writing assessment and some other performance assessments.

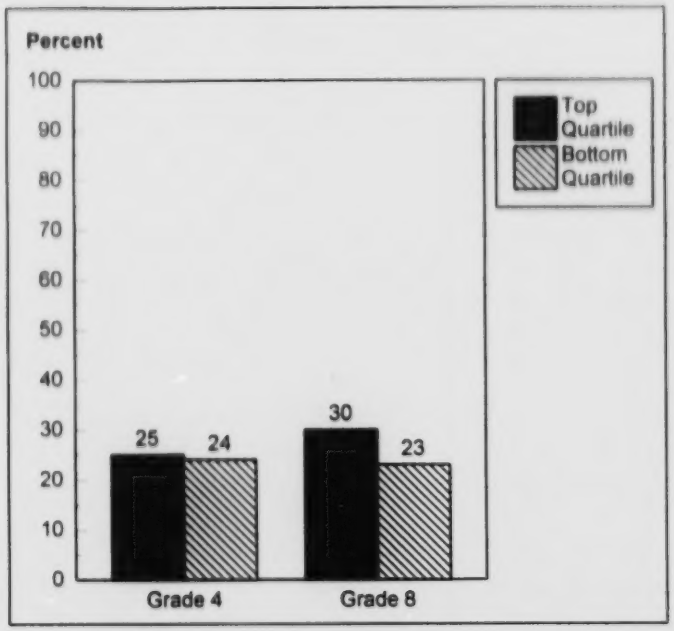
Who can I contact for more information?: Dennis McCrea (907/465-8691)

What test is profiled below?: Norm-Referenced Testing: Iowa Tests of Basic Skills (ITBS)

How does the state report results?: Alaska reports ITBS scores using the percentage of students scoring in the top and bottom quartiles. The national average is 25 percent of students in the top quartile and 25 percent in the bottom quartile.

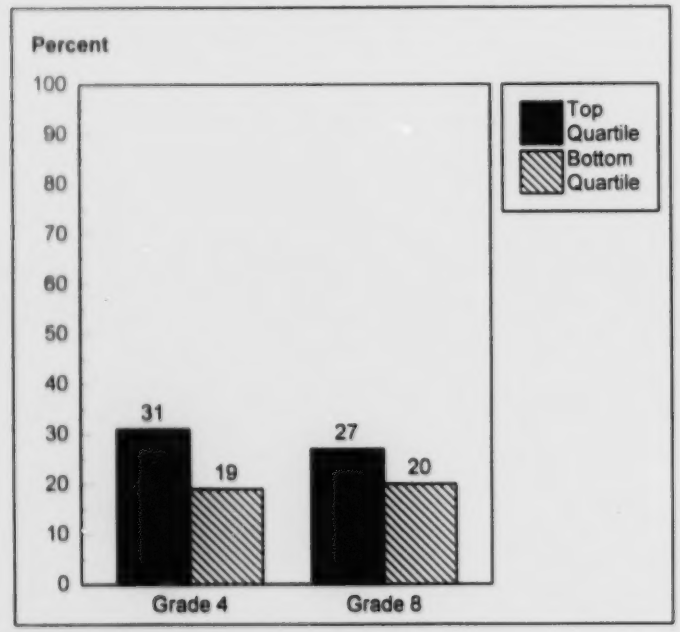
Reading

Percentage of Students at Each Level, 1993-94



Mathematics

Percentage of Students at Each Level, 1993-94



Graph reads: In 1993-94, 25 percent of 4th grade students in Alaska scored in the top quartile and 24 percent scored in the bottom quartile in reading.

Norm-Referenced Testing

What grades & subjects are tested?	4, 7: language arts, math, & reading 10: math & reading
What type of test is used?	NRT
What is the purpose?	National comparisons; Federal programs
How are the results used?	
Student Accountability	
School Accountability	Reporting
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	
Alternative Assessments	
Participation Determination	Depends on IEP (IEP); time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Arizona is in the process of developing content standards and plans to align the state assessment system with the standards.

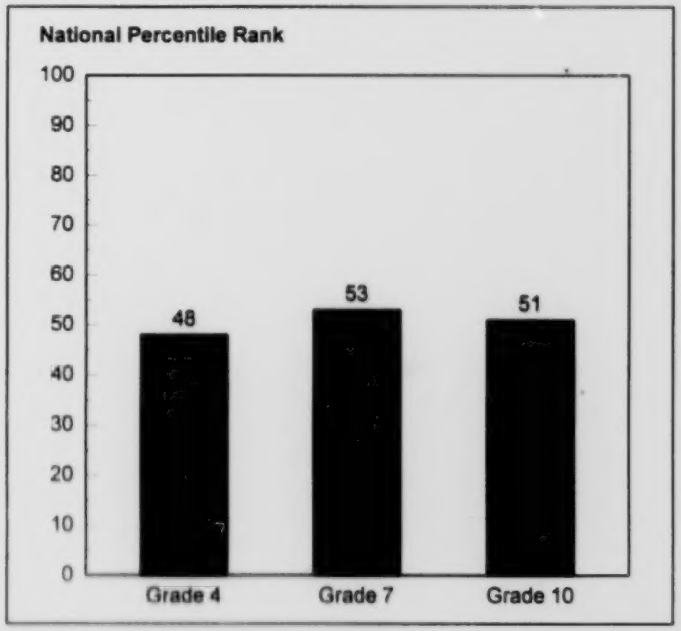
What are the future directions for assessment?: Arizona is currently developing state standards in nine areas (language arts, mathematics, science, social studies, the arts, comprehensive health, foreign languages, technology, and workplace skills) and plans to contract for assessments based on these standards.

Who can I contact for more information?: Brenda Henderson (602/542-3824)

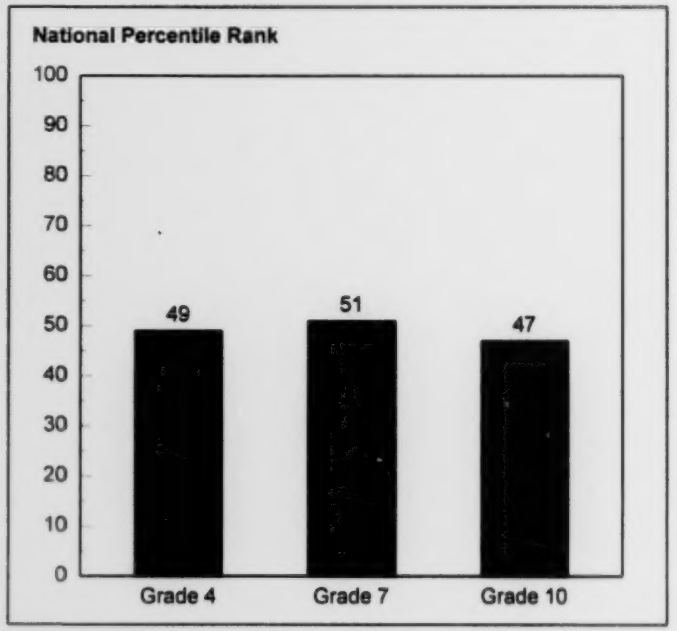
What test is profiled below?: Norm-Referenced Testing: Iowa Tests of Basic Skills (ITBS), grades 4 and 7; and Tests of Achievement and Proficiency (TAP), grade 10

How does the state report results?: Arizona reports ITBS and TAP results using national percentile ranks.

Reading
State Average Percentile Rank, 1994-95



Mathematics
State Average Percentile Rank, 1994-95



Graph reads: In 1994-95, on the average, 4th grade students in Arizona performed at the 48th national percentile in reading. The national average is 48 (Note: Arizona used the following interpolated national norms -- 48, 48, and 47 for grades 4, 7, and 10 in reading and 46, 46, and 48 for grades 4,7, and 10 in mathematics, respectively).

Stanford Achievement Test (8th Edition)

What grades & subjects are tested?	5, 7, 10: language arts, math, reading, social science, & science
What type of test is used?	NRT
What is the purpose?	Required by state legislature
How are the results used?	
Student Accountability	
School Accountability	
What are the consequences for schools?	Warnings; probation, watch lists
How are IEP & LEP students included?	
Accommodations	Yes, for IEP
Alternative Assessments	
Participation Determination	Participation in special program (IEP); English proficiency (LEP)

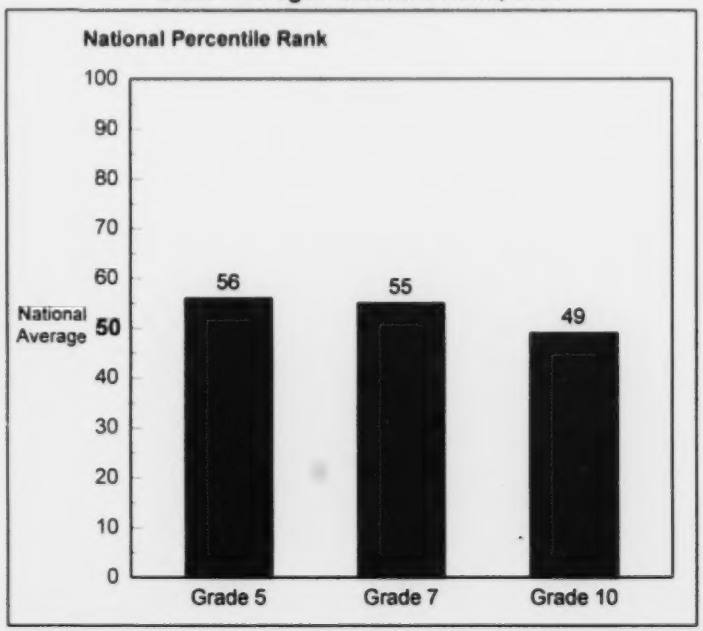
Are tests aligned with curriculum frameworks or standards?: Arkansas has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program is aligned with these items.

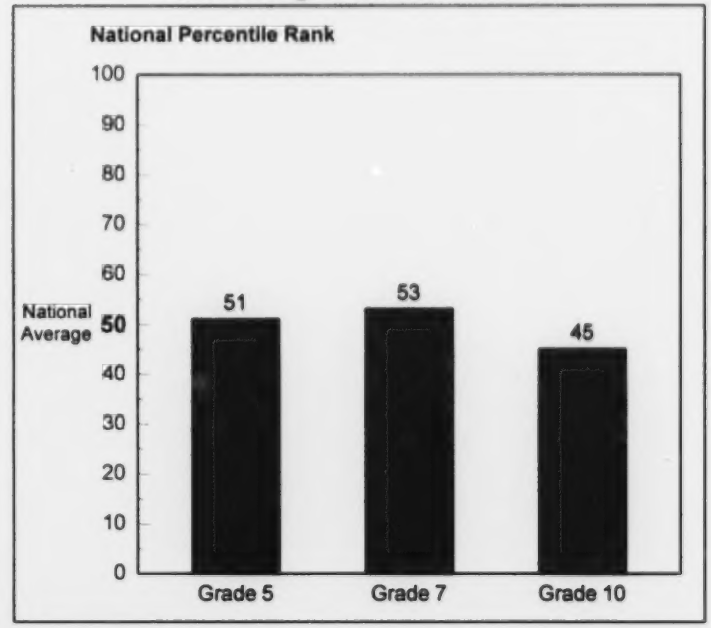
What are the future directions for assessment?: Arkansas plans to fully implement a new CRT and expand English/language arts and math portfolios.

Who can I contact for more information?: Gayle Potter (501/682-4558)

What test is profiled below?: Stanford Achievement Test, 8th Edition (SAT 8)

How does the state report results?: Arkansas reports SAT 8 results using national percentile ranks.





Graph reads: In 1995, on the average, 5th grade students in Arkansas performed at the 56th national percentile in reading. The national average is the 50th percentile.

CALIFORNIA

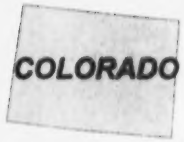
	Career-Technical Assessment Program (C-TAP)	Golden State Exams
What grades & subjects are tested?	9-12: industrial & technology, health careers, business education, home economics, & agriculture	9-12: algebra, coordinated science, written composition, U.S. history, biology, geometry, chemistry, economics
What type of test is used?	Writing samples, performance testing, portfolio assessment, performance projects, student presentations	Multiple choice, written response, performance tasks (science)
What is the purpose?	To determine student readiness for workforce and postsecondary study; to assess workplace skills	An awards program for students; to motivate students to reach high levels of achievement in rigorous courses; required in some districts
How are the results used?		
Student Accountability	Awards or recognition	Awards or recognition
School Accountability		
What are the consequences for schools?		
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	
Alternative Assessments		
Participation Determination		

Are tests aligned with curriculum frameworks or standards?: California has developed content and performance standards and curriculum frameworks. The state assessment program is aligned with these items.

What are the future directions for assessment?: California plans to implement a new voluntary basic skills testing program (Pupil Testing Incentive Program) in 1996 that offers districts cash incentives to administer state-approved tests to their students. California also plans to initiate efforts to establish rigorous content and performance standards in all major subject areas and for all grade levels; to begin development of a statewide assessment of basic and applied academic skills for core curriculum areas in key grades; to continue and expand the Golden State Examination Program; to reauthorize statewide physical performance testing and continue the career-technical assessment program; and to ensure public involvement in the development and implementation of all testing instruments and the administration and reporting process.

Who can I contact for more information?: Gwen Stephens (916/657-3011)

No statewide testing data for reading and mathematics at the elementary, middle, and high school levels were available for this state in 1994-95.



WORK IN PROGRESS

The Colorado Student Assessment Program was suspended for the 1993-94, 1994-95, and 1995-96 school years to facilitate Colorado's transition to standards-based education. A new program will be developed, based on content standards for grades 4, 8, and 11, beginning with the 1996-97 school year. The learning areas include reading, writing, mathematics, science, history, and geography. Art, music, civics, economics, foreign languages, and physical education will also be added at a later date. The assessment budget is being used to develop content standards for all 12 areas. The new assessment program will be phased in grade by grade, criterion-referenced, and a mixture of traditional and nontraditional measures. Results will be reported in terms of the percentage of students at or above three performance levels.

Who can I contact for more information?: Wayne Martin (303/894-2146)

As Colorado moves toward standards-based education, and as the assessment design is being developed for the 1996-97 school year, no statewide testing data are being collected.

	Connecticut Academic Performance Test (CAPT)	Connecticut Mastery Test (CMT)
What grades & subjects are tested?	10: language arts, interdisciplinary, math, & science	4, 6, 8: writing, language arts, reading, & math
What type of test is used?	CRT, writing samples, performance testing	CRT, writing samples, performance testing
What is the purpose?	Accountability; feedback on student strengths, weaknesses; guide instruction, curriculum	Accountability; identification of student achievement (state goal); guide instruction, curriculum
How are the results used?		
Student Accountability	Awards or recognition	
School Accountability	Reporting; skills guarantee	Reporting
What are the consequences for schools?		Funding gain
How are IEP & LEP students included?		
Accommodations	Yes, for IEP	
Alternative Assessments		
Participation Determination	Pupil placement team decision (IEP); time in U.S. or district (LEP)	Pupil placement team decision (IEP); time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Connecticut has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program is aligned with these items.

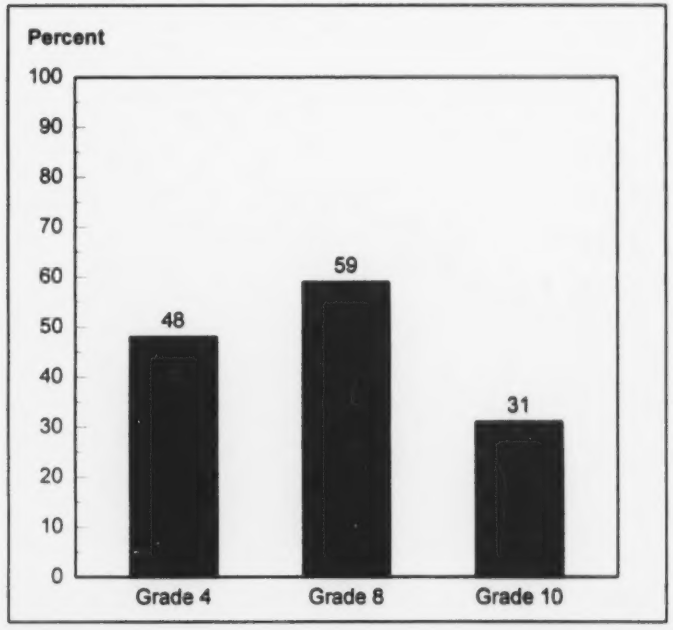
What are the future directions for assessment?: Connecticut is developing a third generation Connecticut Mastery Test.

Who can I contact for more information?: Peter Behuniak (203/566-2201)

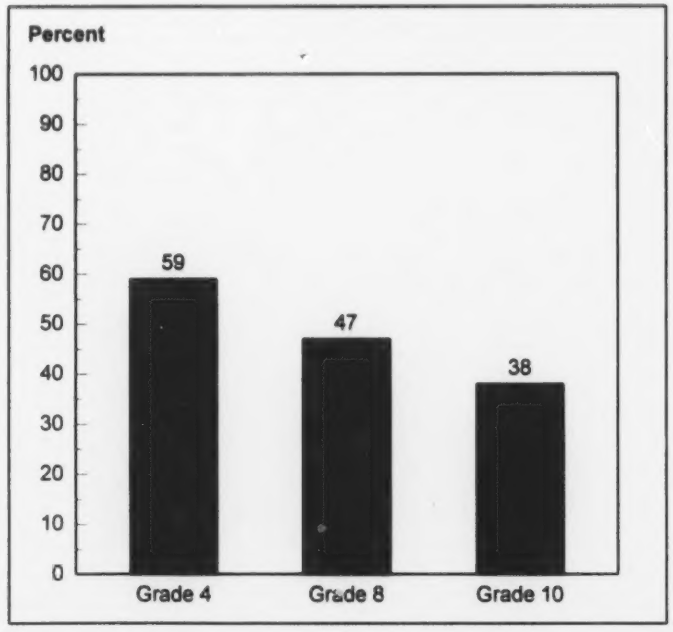
What test is profiled below?: Connecticut Mastery Test (CMT), grades 4 and 8; and Connecticut Academic Performance Test (CAPT), grade 10

How does the state report results?: Connecticut has established state performance goals for each of the grades and subjects tested. For the CMT, the state goal in reading is 50 Degrees of Reading Power (DRP) units with 70 percent comprehension for grade 4 and 64 DRP units with 80 percent comprehension for grade 8; the state goal in mathematics is 103 out of 121 points for grade 4 and 130 out of 172 points for grade 8. For the CAPT, the state goal in language arts is a score of 217 on a scale of 100 to 400 for editing and a score of 83 on a scale of 20 to 120 for response to literature; the state goal in mathematics is a score of 266 on a scale of 100 to 400.

Reading/Language Arts
Percentage of Students Meeting the State Goal, 1995



Mathematics
Percentage of Students Meeting the State Goal, 1995



Graph reads: In 1995, 48 percent of 4th grade students in Connecticut met the state goal in reading.

DELAWARE

	Interim Assessment Program
What grades & subjects are tested?	3, 5, 8, 10: math, reading, & writing
What type of test is used?	NRT, writing samples, performance testing
What is the purpose?	To assess performance in writing, reading, and math
How are the results used?	
Student Accountability	
School Accountability	
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Yes, for IEP & LEP
Alternative Assessments	Yes, for LEP
Participation Determination	State guidelines (IEP); English proficiency (LEP)

Are tests aligned with curriculum frameworks or standards?: Delaware has developed content standards and curriculum frameworks. The future state assessment program will be aligned with these items.

What are the future directions for assessment?: In 1995-96, the state will administer a writing assessment consistent with the state board-approved English/language arts content standards. The state also plans to develop a Comprehensive Assessment System to include objective items and performance-based assessment in English/language arts, math, science, and social studies, consistent with content standards developed by state-level curriculum frameworks commissions.

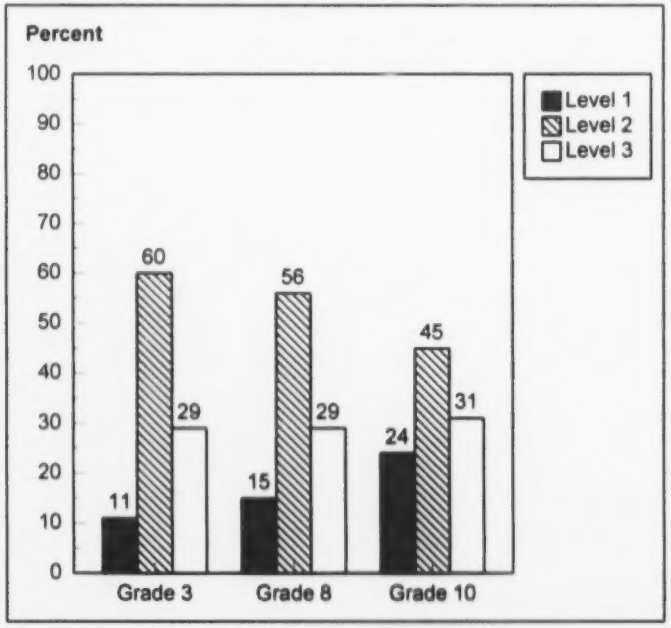
Who can I contact for more information?: Rebecca Kopriva (302/739-2768)

What test is profiled below?: Interim Assessment Program

How does the state report results?: Delaware defines three performance levels as follows: Students at Level 1 meet or exceed the standard; students at Level 2 approach the standard; and students at Level 3 are considerably below the standard.

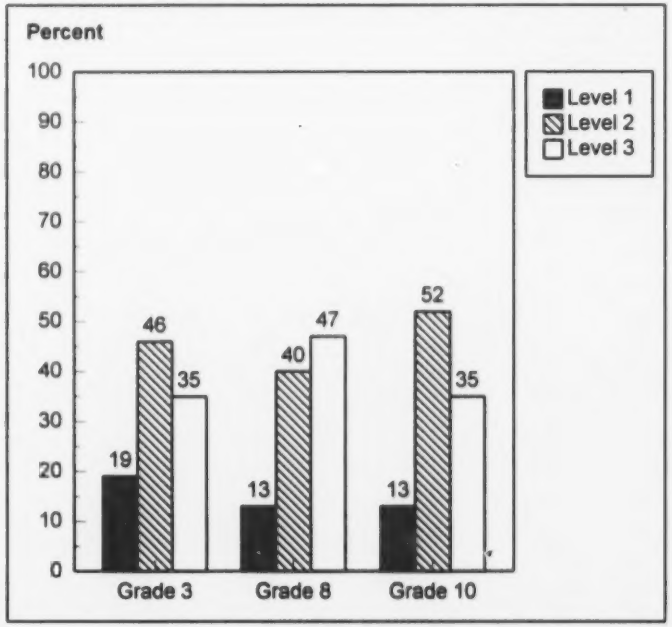
Reading

Percentage of Students at Each Performance Level, 1995



Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 11 percent of 3rd graders met Delaware's state performance standard in reading, 60 percent approached the standard, and 29 percent were considerably below the standard.

	Florida Writing Assessment Program	Grade 10 Assessment Test (GTAT)	High School Competency Test (HSCT)
What grades & subjects are tested?	4, 8, 10: writing	10: math & reading comprehension	11: math & communications
What type of test is used?	Writing samples	NRT	CRT
What is the purpose?	Provide information about writing achievement	Measure student performance in reading comprehension and mathematics	Required to pass for standard diploma
How are the results used?			
Student Accountability	Awards or recognition		Graduation
School Accountability	Reporting; identifying low-performing schools	Reporting	Reporting; identifying low-performing schools
What are the consequences for schools?			
How are IEP & LEP students included?			
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments			
Participation Determination	Participation in special program (IEP); time in U.S. or district (LEP)	Participation in special program (IEP); time in U.S. or district (LEP)	Participation in special program (IEP); time in U.S. or district (LEP)

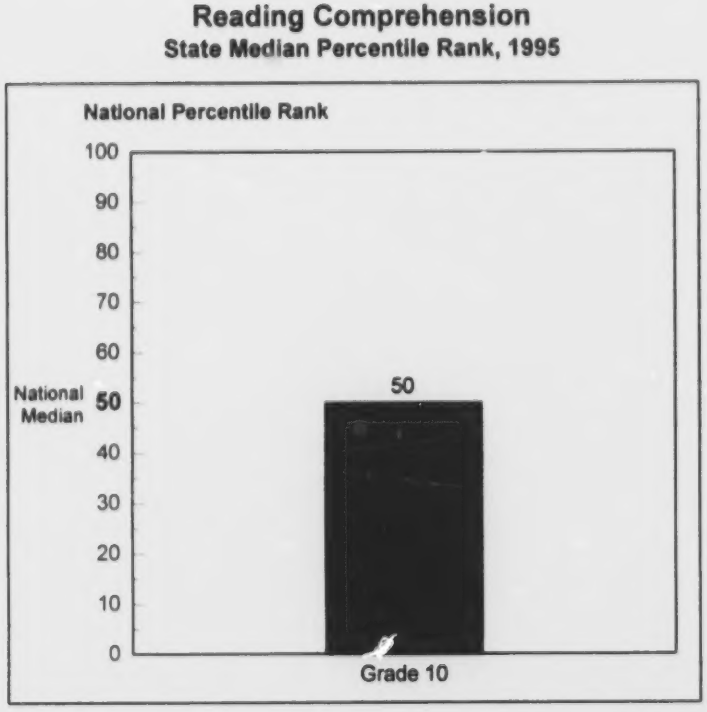
Are tests aligned with curriculum frameworks or standards?: Florida is in the process of developing content and performance standards, curriculum frameworks, and student expectations. The state assessment program will be aligned with these items.

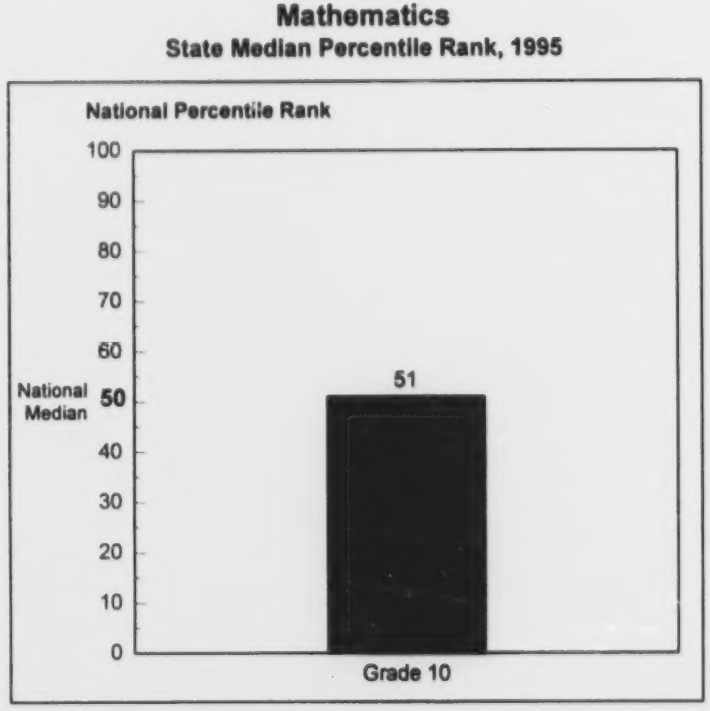
What are the future directions for assessment?: Florida is in the process of developing a school improvement and accountability program, with a new statewide assessment as an integral part. A variety of assessment strategies and prototypes will be developed. The state also plans to field test a computer-based staff development training program to introduce teachers to scoring procedures for the writing assessment.

Who can I contact for more information?: Thomas Fisher (904/488-8198)

What test is profiled below?: Grade 10 Assessment Test (GTAT)

How does the state report results?: Florida reports GTAT results using national percentile ranks.





Graph reads: In 1995, the median 10th grade student in Florida performed at the 50th percentile in reading. The national median is the 50th percentile.

	Curriculum-Based Assessments (CBA)	Georgia High School Graduation Tests (GHSGT)	Kindergarten Assessment Program (GKAP)	Norm-Referenced Testing	Writing Assessment
What grades & subjects are tested?	3, 5, 8: language arts, math, science, social studies 5, 8: health	11: language arts, math, science, social studies, writing	K: communications, logical/math, personal/physical, social	3, 5, 8: reading & math 11: language arts, science, social studies, math	3, 5, 8: writing
What type of test is used?	CRT	CRT, writing samples	CRT, performance testing, teacher observation	NRT	Writing samples
What is the purpose?	Accountability for implementation of Quality Core Curriculum	Accountability; passing language arts, math, and writing is a requirement for diploma	Assessing readiness for first grade	National comparison	Provide individual, school, and system level data on writing achievement
How are the results used?					
Student Accountability		Graduation			
School Accountability	Reporting			Awards or recognition; reporting	Reporting
What are the consequences for schools?	Exemption from regulations				
How are IEP & LEP students included?					
Accommodations	Yes, for IEP	Yes, for IEP		Yes, for IEP	
Alternative Assessments					
Participation Determination	Time in U.S. or district (LEP)			IEP Committee (IEP); Time in U.S. or school district (LEP)	Time in U.S. or school district (LEP)

Are tests aligned with curriculum frameworks or standards?: Georgia has developed state goals and performance standards. The state assessment program is aligned with these items.

What are the future directions for assessment?: Georgia plans to try out some new test items, including short-answer and open-ended response. The state also hopes to develop training materials, possibly in video format, to help local systems use and understand test results better. As a result of pending state legislation, the assessment program may change.

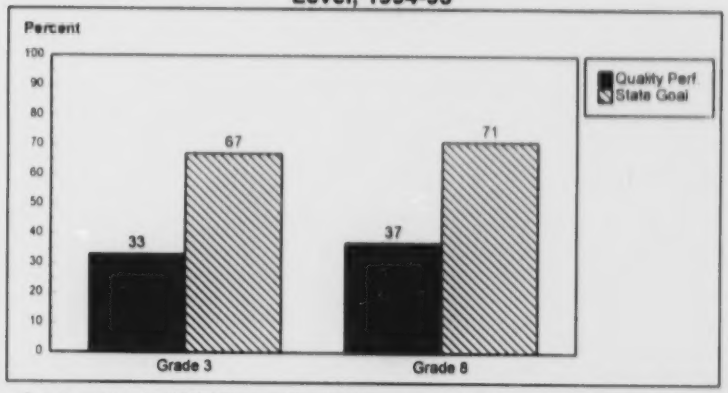
Who can I contact for more information?: Larry Parker (404/656-2668)

What test is profiled below?: Curriculum-Based Assessment Program (CBA), grades 3 and 8; and Norm-Referenced Testing (Tests of Achievement and Proficiency (TAP)), grade 11

How does the state report results?: For the CBA, Georgia defines two performance levels for schools as follows: the Quality Performance level (school performance is beyond acceptable and represents excellent performance); and the State Goal level (school performance is adequate and acceptable). Although individual student scores are not reported, Georgia does estimate the percentage of students at each performance level. The estimated percentage of students who reached the Quality Performance level are included in the percentage of students who reached the State Goal. TAP results are presented using national percentile ranks.

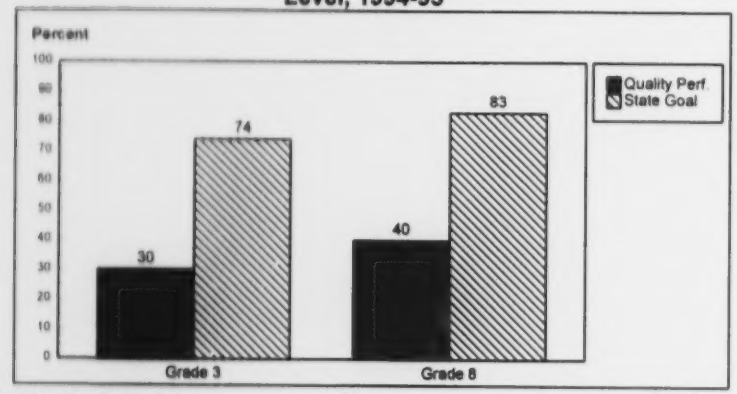
Language Arts

Estimated Percentage of Students at Each Performance Level, 1994-95



Mathematics

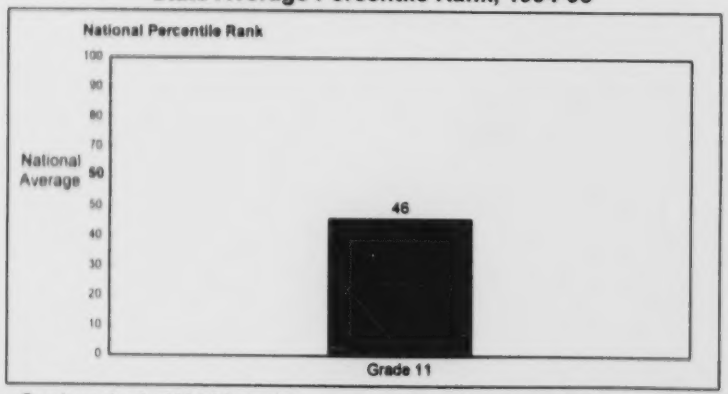
Estimated Percentage of Students at Each Performance Level, 1994-95



Graph reads: In 1994-95, an estimated 33 percent of 3rd grade students in Georgia performed at the Quality Performance level in reading and 67 percent at the State Goal level.

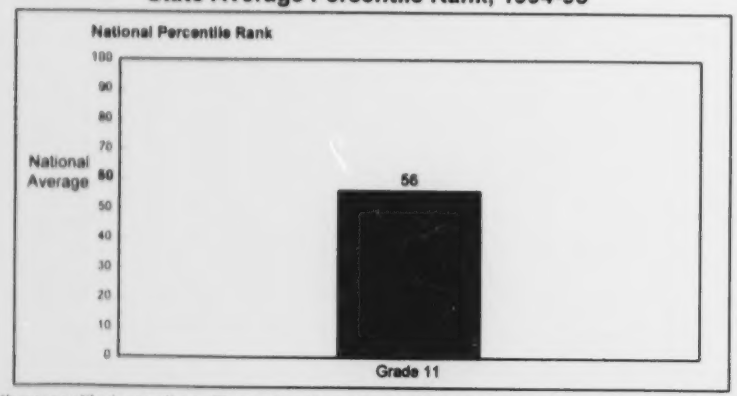
Reading Comprehension

State Average Percentile Rank, 1994-95



Mathematics

State Average Percentile Rank, 1994-95



Graph reads: In 1994-95, on the average, 11th grade students in Georgia performed at the 46th percentile in reading. The national average is the 50th percentile.

	Credit by Examination	Stanford Achievement Test (8th Edition)	Test of Essential Competencies (HSTEC)
What grades & subjects are tested?	8: foreign languages, algebra	3, 6, 8, 10: language arts, math, reading	10, 11, 12: essential competencies
What type of test is used?	CRT	NRT	CRT
What is the purpose?	Students earn course credit by taking exam	To provide individual, class, school, district, and state basic skills achievement data on a nationally normed test	To certify student attainment of 16 Essential Competencies (basic and functional life skills)
How are the results used?			
Student Accountability	Course credit		Graduation
School Accountability		Reporting	Reporting
What are the consequences for schools?		Funding gain	
How are IEP & LEP students included?			
Accommodations		Yes, for IEP	Yes, for IEP
Alternative Assessments			Yes, for IEP
Participation Determination		School board decision from state guidelines (IEP/LEP)	IEP Committee (IEP)

Are tests aligned with curriculum frameworks or standards?: Hawaii has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program will be aligned with these items.

What are the future directions for assessment?: Hawaii plans to review all assessment activities for possible integration into a Comprehensive Assessment and Accountability System (CAAS). The state also plans to continue development of the Hawaii Writing Assessment instrument that aligns curriculum and assessment and will review plans for collaboration with the Center for Research on Evaluation, Standards, and Student Testing (CRESST) in pilot testing performance-based instruments in several content areas.

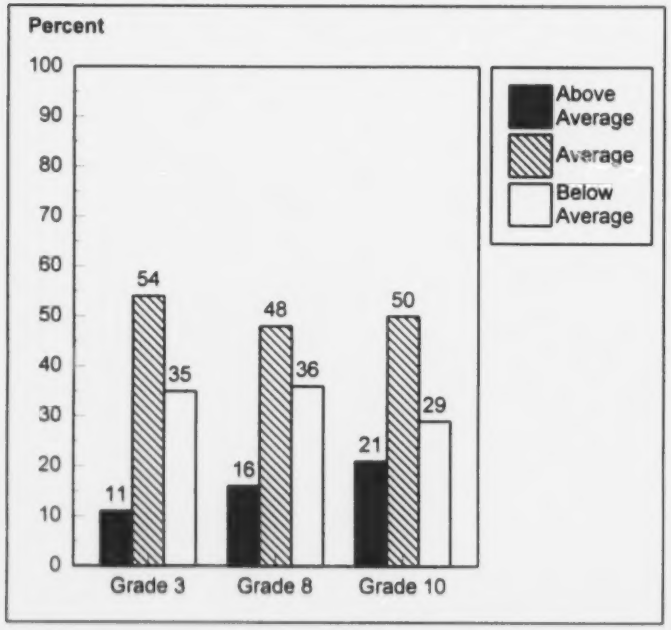
Who can I contact for more information?: Selvin Chin-Chance (808/733-9003)

What test is profiled below?: Stanford Achievement Test, 8th Edition (SAT 8)

How does the state report results?: Hawaii presents SAT 8 results using three levels: above average, average, and below average. In the national norming sample, 23 percent of the scores were labeled above average, 54 percent of the scores were labeled average, and 23 percent were labeled below average.

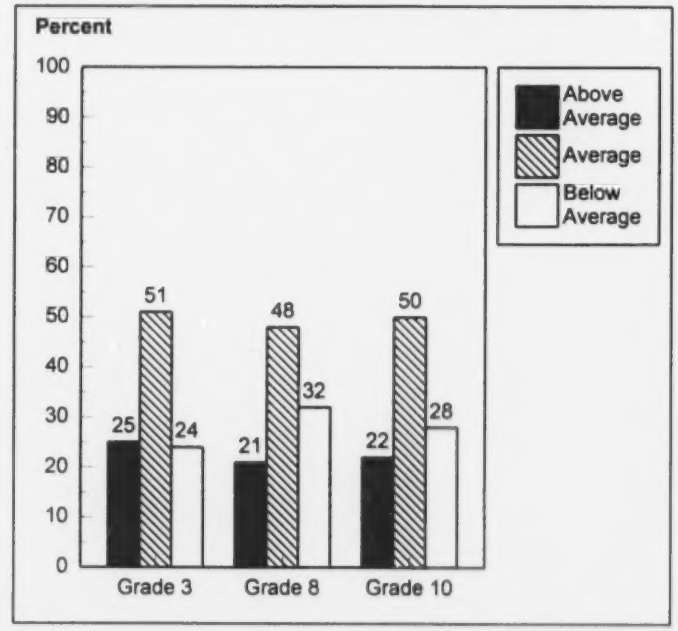
Reading

Percentage of Students at Each Level, 1994-95



Mathematics

Percentage of Students at Each Level, 1994-95



Graph reads: In 1995, 11 percent of 3rd grade students in Hawaii performed at the above average level in reading, 54 percent at average, and 35 percent at below average.

	Direct Writing Assessment	Norm-Referenced Testing
What grades & subjects are tested?	4, 8, 11: writing	4, 8, 11: language arts, math, reading
What type of test is used?	Writing samples	NRT
What is the purpose?	To assess student writing abilities in state	To appraise student progress toward widely accepted curriculum goals in content areas
How are the results used?		
Student Accountability		
School Accountability	Reporting	Reporting
What are the consequences for schools?		
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination	Participation in special program, staff recommendation (IEP); English proficiency, time in U.S. or district (LEP)	Participation in special program, staff recommendation (IEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Idaho has developed curriculum guides and the state assessment program is aligned with these items.

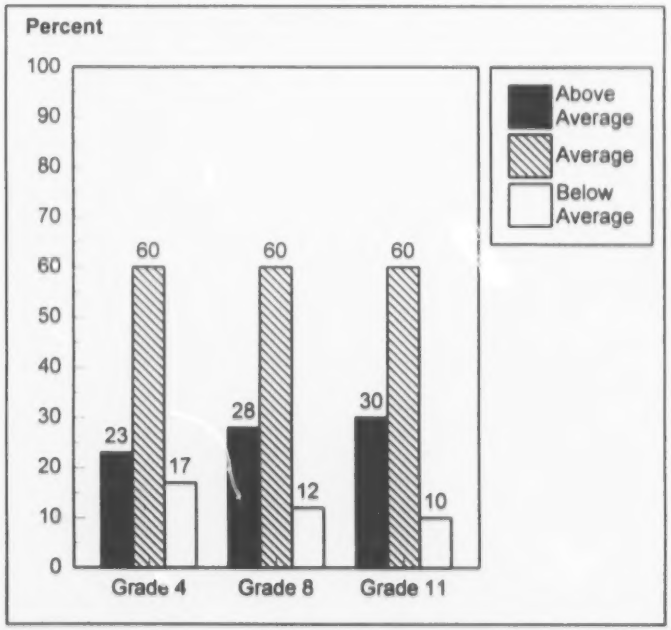
What are the future directions for assessment?: Idaho is adding standardized testing in grades 3, 5, 6, 7, 9, and 10. The state is also planning new assessment projects in writing for grade 4, in math for grades 4 and 8, and an interdisciplinary performance assessment in grades 9 through 12, as well as fine-tuning existing assessments and updating scoring standards as necessary.

Who can I contact for more information?: Sally Tiel (208/334-2113)

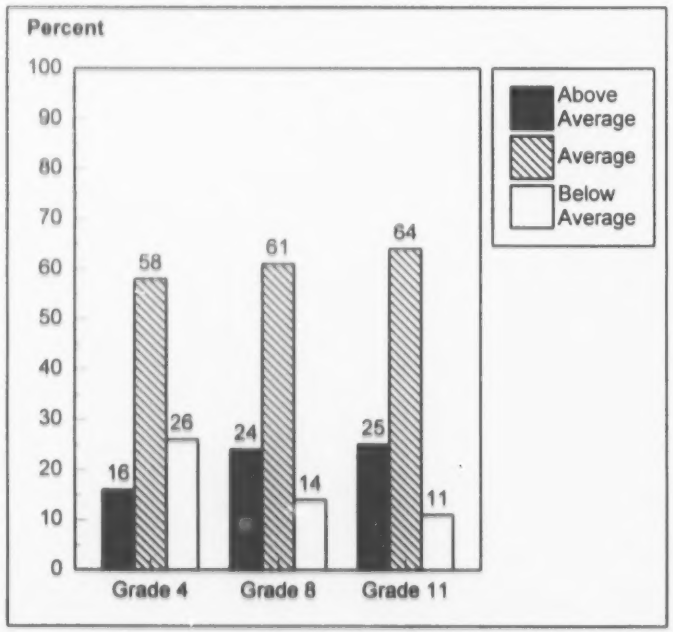
What test is profiled below?: Norm-Referenced Testing: Iowa Tests of Basic Skills (ITBS), grades 4 and 8; and Tests of Achievement and Proficiency (TAP), grade 11

How does the state report results?: Idaho presents ITBS and TAP scores using three levels: above average (stanine scores of 7, 8, or 9), average (stanine scores of 4, 5, or 6), and below average (stanine scores of 1, 2, or 3).

Reading
Percentage of Students at Each Level, 1995



Mathematics
Percentage of Students at Each Level, 1995



Graph reads: In 1995, 23 percent of 4th grade students in Idaho performed at the above average level in reading, 60 percent at average, and 17 percent at below average.

Illinois Goal Assessment Program (IGAP)

What grades & subjects are tested?	3, 6, 8, 10: math, reading, writing 4, 7, 11: science, social studies
What type of test is used?	NRT, CRT, writing samples
What is the purpose?	Accountability
How are the results used?	
Student Accountability	
School Accountability	Reporting; accreditation; state accountability and policymaking
What are the consequences for schools?	Exemption from regulations; probation, watch lists; funding or accreditation loss
How are IEP & LEP students included?	
Accommodations	Yes, for IEP & LEP
Alternative Assessments	
Participation Determination	Participation in special program, staff recommendation (IEP/LEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Illinois has developed state goals and is developing content and performance standards and assessment frameworks. The state assessment program is being enhanced to align with these items.

What are the future directions for assessment?: Illinois plans to design a new assessment system based on the academic standards, which are nearly completed. Locally, schools are designing assessments that align with state goals in six subject areas (language arts, science, math, social studies, physical/development/health, and fine arts). Performance-based assessment items for math, social science, science, and reading are under study. The Illinois Measure of Annual Growth in English (IMAGE), a statewide assessment of English proficiency in reading and writing for students enrolled in bilingual education who are currently exempted from the IGAP, is being developed.

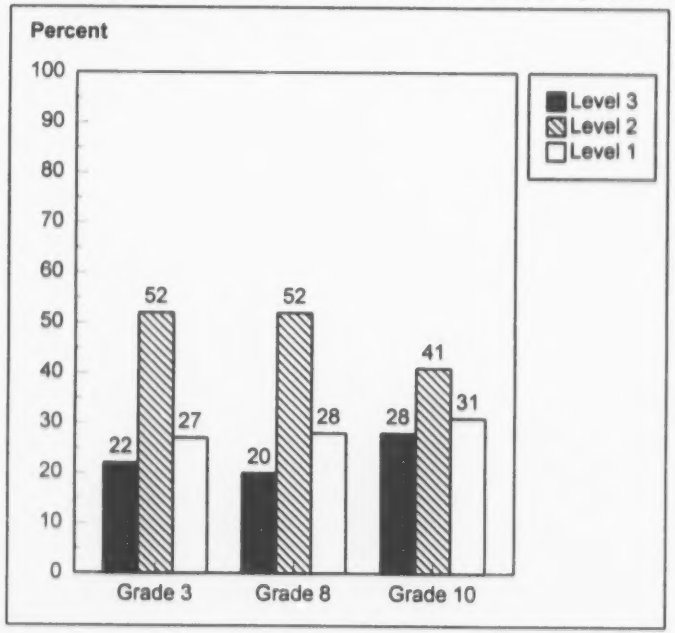
Who can I contact for more information?: Robert Sampson (217/782-4823)

What test is profiled below?: Illinois Goal Assessment Program (IGAP)

How does the state report results?: Illinois reports IGAP results using three performance levels as follows: students at Level 3 exceed state goals; students at Level 2 meet state goals; and students at Level 1 do not meet state goals for learning.

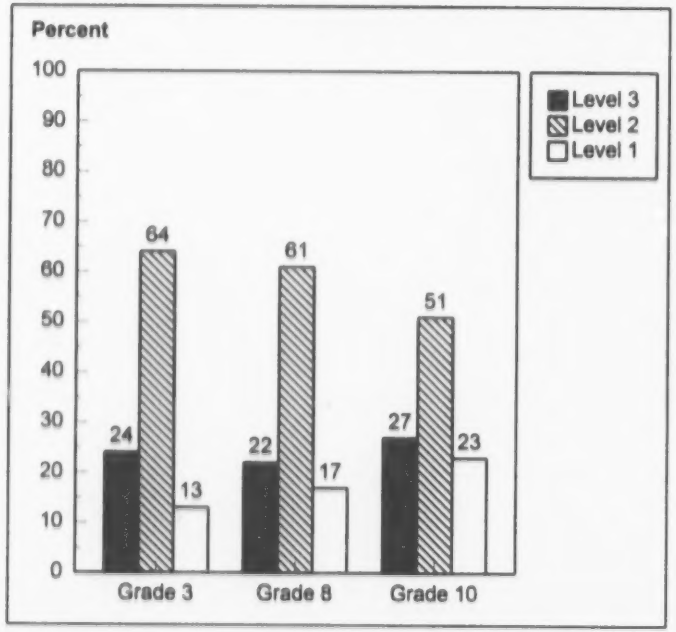
Reading

Percentage of Students at Each Performance Level, 1994-95



Mathematics

Percentage of Students at Each Performance Level, 1994-95



Graph reads: In 1994-95, 22 percent of 3rd graders in Illinois exceeded the state goal in reading, 52 percent met the state goal, and 27 percent did not meet the state goal.

INDIANA

Statewide Testing for Educational Progress

What grades & subjects are tested?	3, 6, 8: science, social studies, language arts, math 2, 9: language arts, math
What type of test is used?	NRT, CRT
What is the purpose?	Accountability; diagnosis; remediation/retention; policymaking; educational "health"
How are the results used?	
Student Accountability	Promotion
School Accountability	Awards or recognition; reporting; accreditation
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Yes, for IEP
Alternative Assessments	Yes, for IEP
Participation Determination	Participation in special program (IEP); English proficiency (LEP)

Are tests aligned with curriculum frameworks or standards?: Indiana has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program is aligned with these.

What are the future directions for assessment?: Indiana plans to develop an applied skills portion for math and language arts.

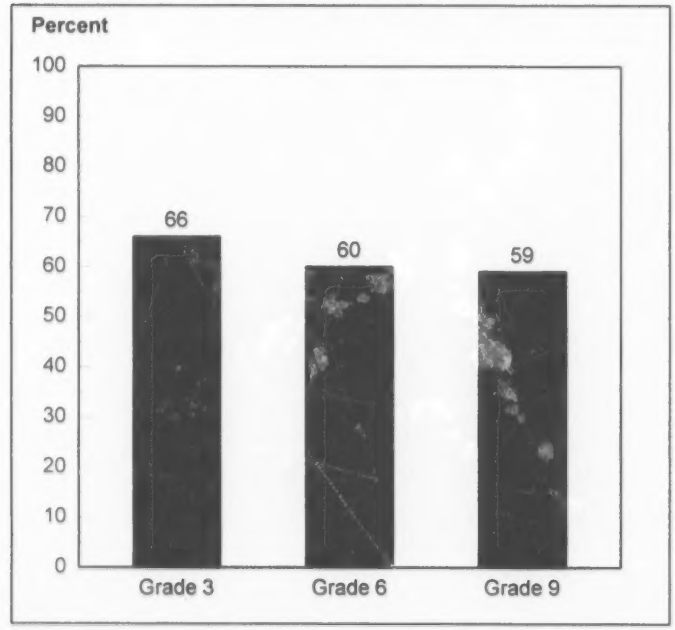
Who can I contact for more information?: Rick Peters (317/232-9050)

What test is profiled below?: Indiana Statewide Testing for Educational Progress (ISTEP)

How does the state report results?: Indiana defines student achievement relative to the essential skills standards that have been established by the state board of education. A student is said to have met the standard if he/she has demonstrated competency over challenging subject matter and is well-prepared for the subject matter at the next grade level.

English/Math Composite

Percentage of Students Meeting the State Standard, 1995



Graph reads: In 1995, 66 percent of 3rd grade students in Indiana performed at or above the state standard in English and math.

Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis.

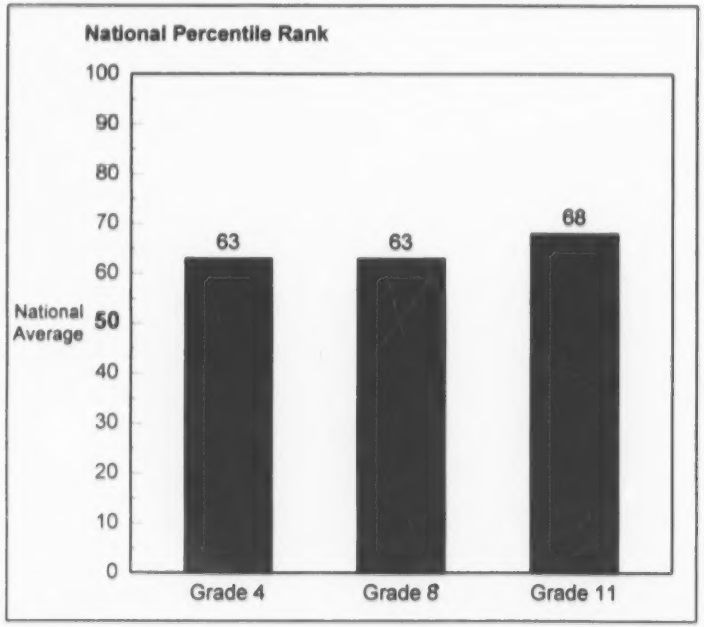
In the next year, Iowa plans to continue its emphasis on working with local school districts in the development of performance standards in conjunction with content standards. Each school or school district will develop, through informed dialogue with its community, a clear set of learning expectations for students in their districts and standards for student performance. All schools and school districts will use a variety of assessment methods to determine student progress on performance standards. In the next two years, Iowa plans to fund a pilot project focusing on the relationship among curriculum, instructional strategy, assessment, learning, and professional development; expand involvement in the New Standards Project with an emphasis on portfolio assessment; expand involvement in other national assessment projects (i.e., State Collaborative on Assessment and Student Standards (SCASS)); and identify models of assessment for local consideration and use.

Who can I contact for more information?: Leland Tack (515/281-5293)

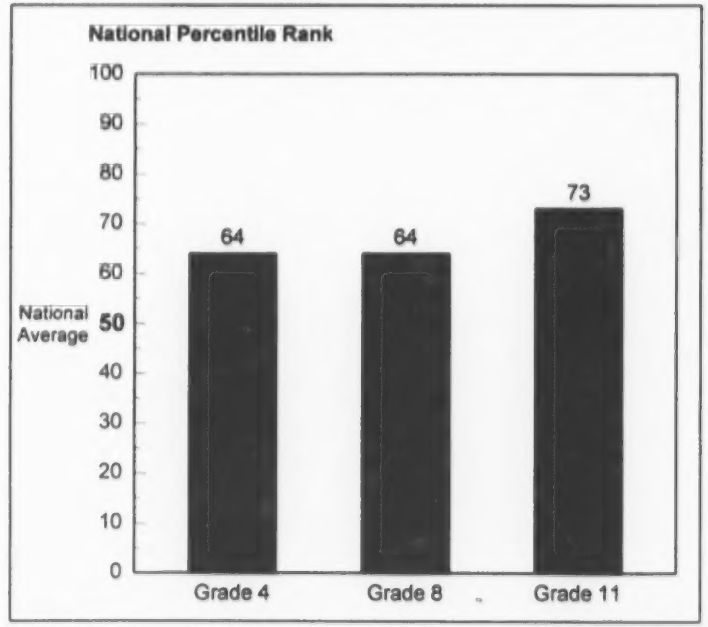
What test is profiled below?: Iowa Tests of Basic Skills (ITBS), grades 4 and 8; and Iowa Tests of Educational Development (ITED), grade 11

How does the state report results?: Iowa reports ITBS and ITED results using national percentile ranks.

Reading Comprehension/Content Area Reading
State Average Percentile Rank, 1994-95



Mathematics/Quantitative Thinking
State Average Percentile Rank, 1994-95



Graph reads: In 1994-95, on the average, 4th grade students in Iowa performed at the 63rd national percentile in reading. The national average is the 50th percentile.

80

81

Kansas Assessment Program

What grades & subjects are tested?	3: reading 4: math 5, 8, 11: social studies, science 7, 10: math, reading
What type of test is used?	Writing samples, performance testing
What is the purpose?	To assess reading comprehension, science, social studies, writing and math for accountability and instructional improvement
How are the results used?	
Student Accountability	
School Accountability	Reporting; one of many measures toward accreditation
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Yes, for IEP & LEP
Alternative Assessments	
Participation Determination	Staff recommendation (IEP/LEP)

Are tests aligned with curriculum frameworks or standards?: Kansas has developed state goals, content and performance standards, and assessment and curriculum frameworks. The state assessment program is aligned with these items.

What are the future directions for assessment?: Kansas plans to develop new items for all content areas.

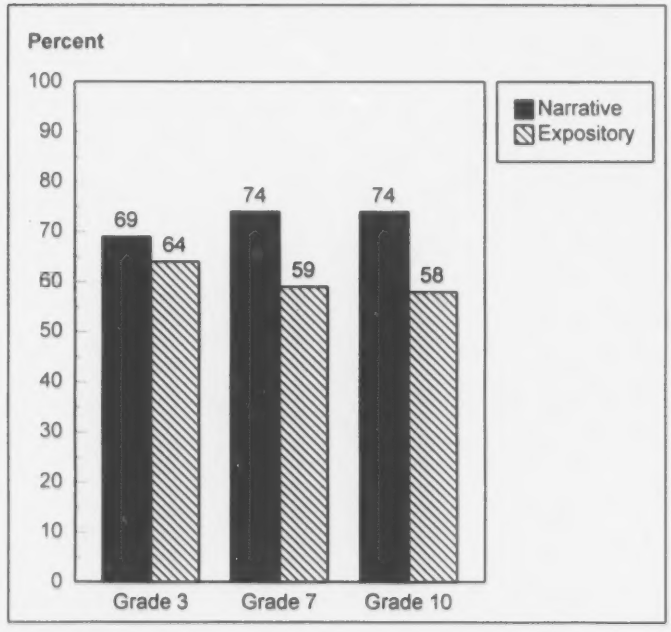
Who can I contact for more information?: Ann Harrison (913/296-3605)

What test is profiled below?: Kansas Assessment Program

How does the state report results?: Kansas reports the average percentage of items answered correctly on the reading and mathematics assessments. The reading assessment contains two sections: narrative and expository. The mathematics assessment contains three sections: reasoning, communication, and problem solving. The three mathematics sections are combined into a composite power score, which is reported below.

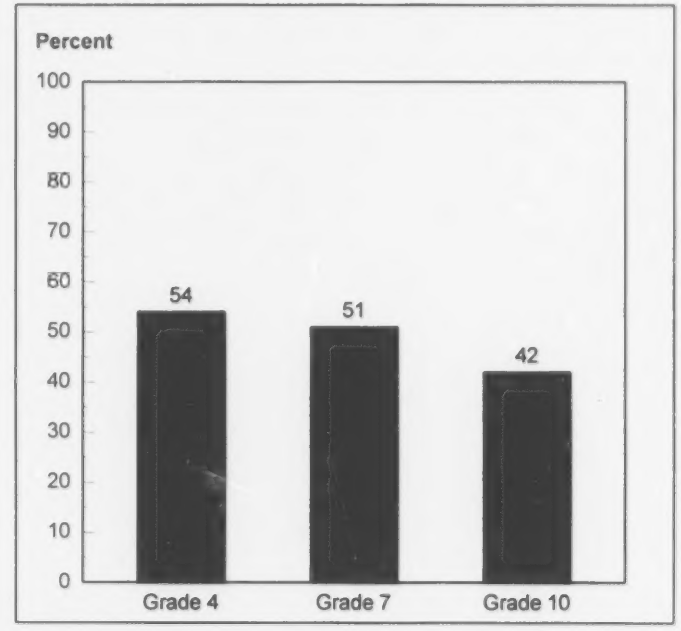
Reading

Average Percentage of Items Answered Correctly, 1995



Mathematics

Average Percentage of Items Answered Correctly, 1995



Graph reads: In 1995, on the average, 3rd graders in Kansas answered 69 percent of narrative items correctly and 64 percent of expository items correctly on the reading assessment.

Note: The narrative and expository sections of the reading assessment are not equated in terms of difficulty.

	Open Response Questions	Performance Events	Portfolio Assessment: Math and Writing
What grades & subjects are tested?	4, 8, 11: arts & humanities, math, practical living/vocational studies, reading, science, social studies	4, 8, 11: arts & humanities, math, practical living/vocational studies, science, social studies	4, 8, 12: writing 5, 8, 12: math
What type of test is used?	Open-ended	Performance testing	Portfolio assessment
What is the purpose?	Allows students to respond individually to questions to determine what they know and if they can apply it	Requires students to work in groups to develop a product or answer a question and to respond individually to expanded questions regarding the performance event	To assess math and writing skills and the ability to apply the skills
How are the results used?			
Student Accountability			
School Accountability	To measure school's progress	To measure school's progress	To measure school's progress
What are the consequences for schools?	Rewards or assistance; recognition	Rewards or assistance; recognition	Rewards or assistance; recognition
How are IEP & LEP students included?			
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments			Yes, for IEP
Participation Determination	Based on IEP (IEP); time in English-speaking school (LEP)	Based on IEP (IEP); time in English-speaking school (LEP)	Based on IEP (IEP); time in English-speaking school (LEP)

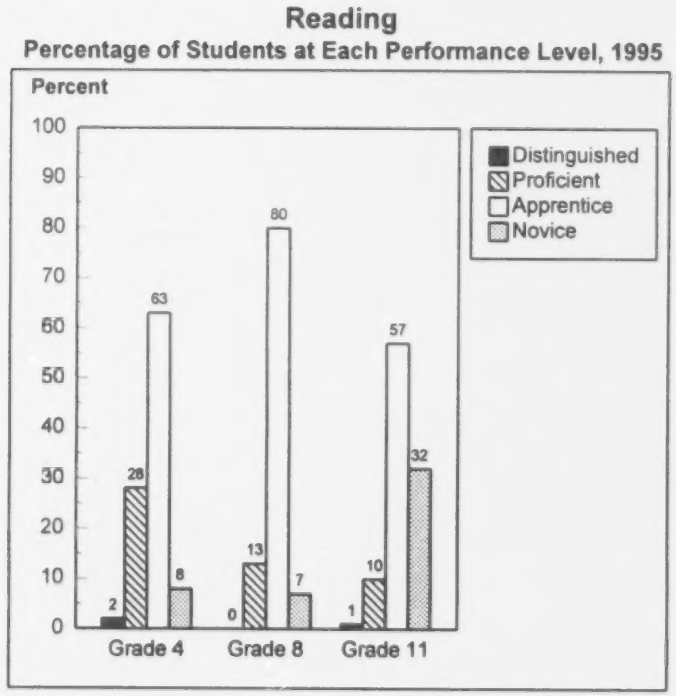
Are tests aligned with curriculum frameworks or standards?: Kentucky has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program is aligned with these items.

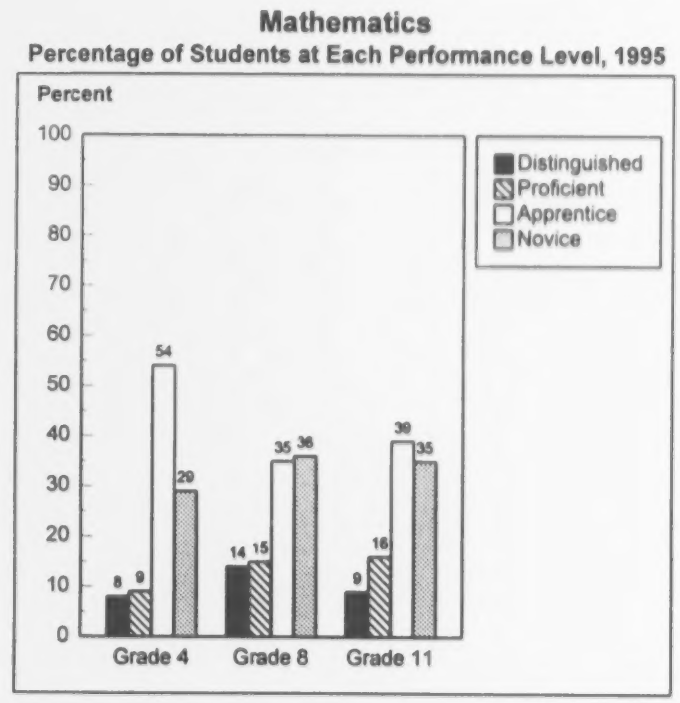
What are the future directions for assessment?: Kentucky's State Department of Education released a request for proposals that included several changes in the statewide testing program. Multiple-choice items will be returned to the existing Kentucky Instructional Results Information System (KIRIS) assessment. The state also plans to administer a standardized test in grades 3, 6, and 9. Kentucky continues to develop a statement of core content to provide schools with specific statements of content that will appear on the KIRIS assessment.

Who can I contact for more information?: Ed Reidy (502/564-2106)

What test is profiled below?: Kentucky Instructional Results Information System (KIRIS), Open Response Questions

How does the state report results?: Kentucky reports results for the KIRIS Open Response Questions using the following four performance levels: Distinguished (the student has deep understanding of the concept or process and can complete all important parts of the task. The student can communicate well, think concretely and abstractly, and analyze and interpret data); Proficient (the student understands the major concepts, can do almost all of the task, and can communicate concepts clearly); Apprentice (the student has gained more understanding and can do some important parts of the task); and Novice (the student is beginning to show an understanding of new information or skills).





Graph reads: In 1995, 2 percent of 4th graders in Kentucky performed at the distinguished level in reading, 28 percent at the proficient level, 63 percent at the apprentice level, and 8 percent at the novice level.

	Kindergarten Developmental Readiness Screening Program	Louisiana Educational Assessment Program (LEAP)	Louisiana Graduation Exit Examination	Louisiana Statewide Norm-Referenced Testing Program
What grades & subjects are tested?	K: developmental areas	3, 5, 7: language arts & math	10: writing, language arts, & math 11: science, social studies, writing, & math	4, 6: language arts, math, reading, science, & social studies
What type of test is used?	NRT, performance testing	CRT, writing samples	CRT, writing samples	NRT
What is the purpose?	Screening data for all kindergartners	Evaluate grade appropriate state curricular skills; consider in grade promotion, student eligibility for remediation	Evaluate certification for diploma; improvement of instruction, accountability; grade appropriate state curricular skills; student eligibility for remediation	Provide national comparison, school accountability, program evaluation, individual student diagnostic information
How are the results used?				
Student Accountability		Promotion	Graduation; skills guarantee	
School Accountability		Reporting	Reporting; awards or recognition	Reporting
What are the consequences for schools?		Funding gain	Funding gain	
How are IEP & LEP students included?				
Accommodations		Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments				
Participation Determination		Participation in special program (IEP); time in U.S. or district (LEP)	Participation in special program (IEP); time in U.S. or district (LEP)	Participation in special program (IEP); time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Louisiana is in the process of developing state goals, content and performance standards, and curriculum frameworks. The state assessment program will be aligned with these items.

What are the future directions for assessment?: Louisiana is working to develop new curriculum and assessment frameworks in mathematics, science, English/language arts, social studies, the arts, and foreign language that will provide assessment prototypes for classroom teacher use. The state board has approved a plan to revise curriculum and assessment across all curricular areas.

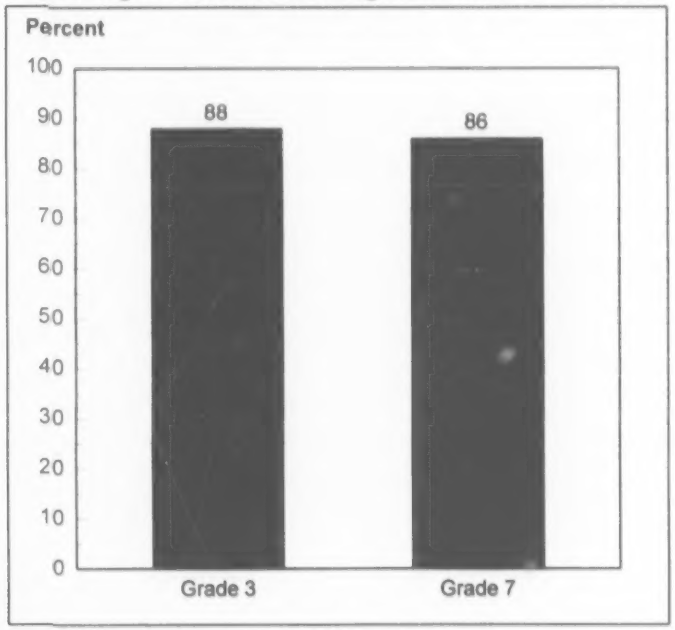
Who can I contact for more information?: Rebecca Christian (504/342-3748)

What test is profiled below?: Louisiana Educational Assessment Program (LEAP)

How does the state report results?: Louisiana has established statewide performance standards for each grade level and subject tested. For grade 3, the performance standard in language arts is a score of 347 on a scale of 300 to 396, and the performance standard in mathematics is a score of 353 on a scale of 300 to 396. For grade 7, the performance standard in language arts is a score of 752 on a scale of 700 to 798, and the performance standard in mathematics is a score of 743 on a scale of 700 to 796.

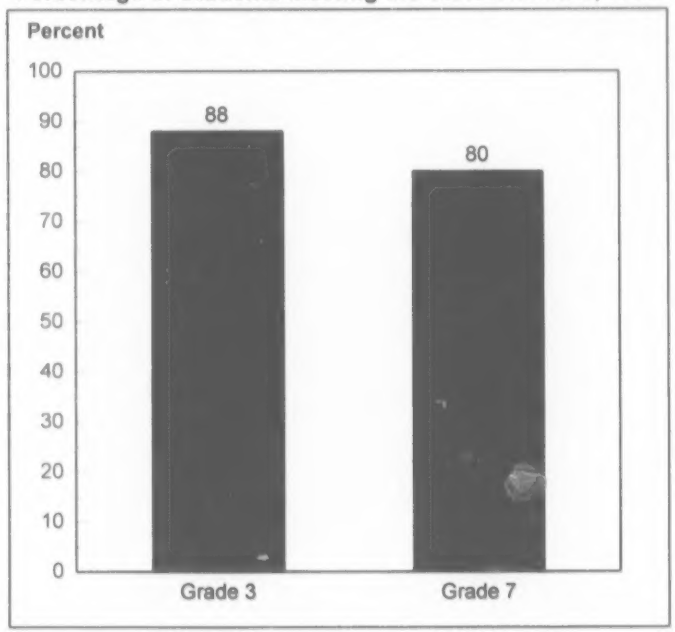
Language Arts

Percentage of Students Meeting the State Standard, 1995



Mathematics

Percentage of Students Meeting the State Standard, 1995



Graph reads: In 1995, 88 percent of 3rd grade students in Louisiana met the state standard in language arts.

Maine Educational Assessment (MEA)

What grades & subjects are tested?	4, 8, 11: reading, writing, arts and humanities, math, science, social studies 4, 8: health
What type of test is used?	Writing samples, open-ended constructed response
What is the purpose?	Program evaluation
How are the results used?	
Student Accountability	Awards or recognition
School Accountability	Reporting
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Yes, for IEP & LEP
Alternative Assessments	Yes, for IEP & LEP
Participation Determination	Locally determined (IEP/LEP)

Are tests aligned with curriculum frameworks or standards?: Maine has developed content and performance standards and assessment and curriculum frameworks. The state assessment program will be aligned with these items.

What are the future directions for assessment?: Beginning in the 1995 school year, all MEA assessment tests became composed entirely of extended open-response questions. In addition, performance reporting was added to the reading, writing, and mathematics questions of the MEA. Maine is considering adding common questions in science, social studies, and arts and humanities assessments. Currently only reading, writing, and mathematics have common questions to produce individual student results; all areas use matrix sampled items to produce school and district results. Maine's legislature is considering adopting new standards resulting from the Task Force on Learning Results, a group authorized by the legislature.

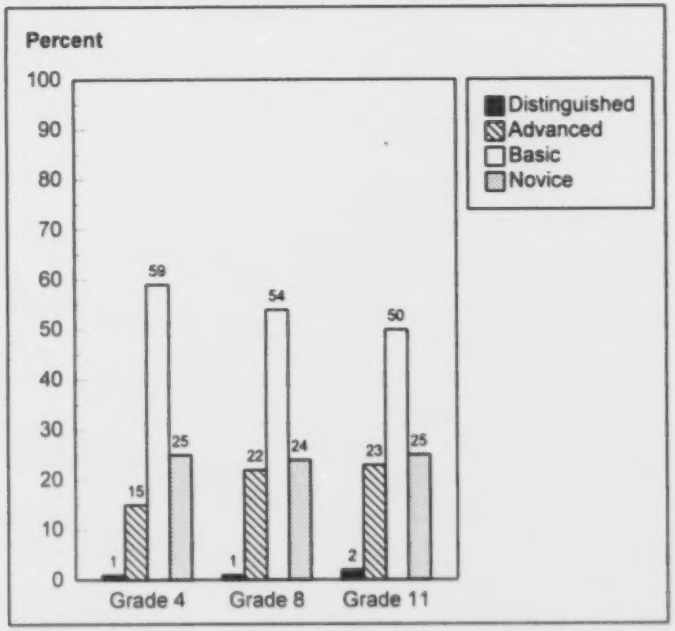
Who can I contact for more information?: Brud Maxcy (207/287-5996)

What test is profiled below?: Maine Educational Assessment

How does the state report results?: Maine describes four performance levels (detailed descriptions appear in Appendix C): Distinguished (student demonstrates an in-depth understanding of information and concepts, grasps "big ideas," and readily sees connections among ideas beyond the obvious; is insightful, communicates complex ideas effectively and often creatively, and can solve challenging problems using innovative, efficient strategies); Advanced (student successfully applies a wealth of knowledge and skills to independently develop new understanding and solutions to problems and tasks, is able to make important connections among ideas, and communicates effectively what he/she knows and is able to do); Basic (student demonstrates a command of essential knowledge and skills with partial success on tasks involving higher-level concepts, including applications of skills; with some direction, student makes connections among ideas and successfully addresses problems and tasks; his/her communication is direct and reasonably effective but sometimes lacks the substance or detail necessary to convey in-depth understanding of concepts); and Novice (student displays a partial command of essential knowledge and skills; with direction, student applies knowledge to complete routine problems and well-defined tasks; communication is rudimentary and sometimes ineffective).

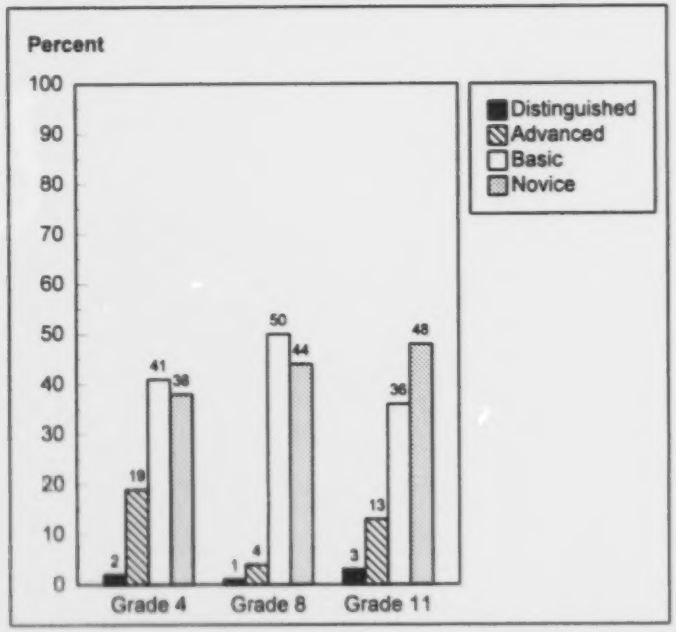
Reading

Percentage of Students at Each Performance Level, 1994-95



Mathematics

Percentage of Students at Each Performance Level, 1994-95



Graph reads: In 1994-95, 1 percent of 4th graders in Maine performed at the distinguished level in reading, 15 percent at the advanced level, 59 percent at the basic level, and 25 percent at the novice level.

	Comprehensive Tests of Basic Skills (CTBS/5)	Maryland School Performance Assessment Program (MSPAP)	Maryland Functional Testing Program
What grades & subjects are tested?	2, 4, 6: reading, math, language arts	3, 5, 8: reading, language usage, math, science, social studies, writing	7-12: writing, math, reading, citizenship
What type of test is used?	NRT	CRT, writing samples, performance testing	CRT, writing samples, multiple-choice test
What is the purpose?	State and district reporting	School accountability, improvement	Qualify for high school diploma and school accountability
How are the results used?			
Student Accountability			Graduation
School Accountability		Awards or recognition; reporting	Reporting; skills guarantee; accreditation
What are the consequences for schools?		Funding gain or loss; probation, watch lists; reconstitution	Funding gain or loss; probation, watch lists; reconstitution
How are IEP & LEP students included?			
Accommodations		Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments			
Participation Determination	Local decision based on IEP or English proficiency	Participation in special program (IEP/LEP); English proficiency (LEP)	Participation in special program (IEP/LEP); Staff recommendation, English proficiency (LEP)

Are tests aligned with curriculum frameworks or standards?: Maryland has developed content and performance standards and curriculum frameworks, and the state assessment program is aligned with these items.

What are the future directions for assessment?: Maryland is piloting a high school assessment system for use as a school performance and student graduation requirement. This assessment will measure essential content knowledge in English, math, science, and social studies and skills for success (e.g., use of technology) using a combination of multiple-choice and performance-based examinations. Maryland also is piloting a Primary Assessment System testing readiness at first grade.

Who can I contact for more information?: Steve Ferrara (410/767-0081)

98

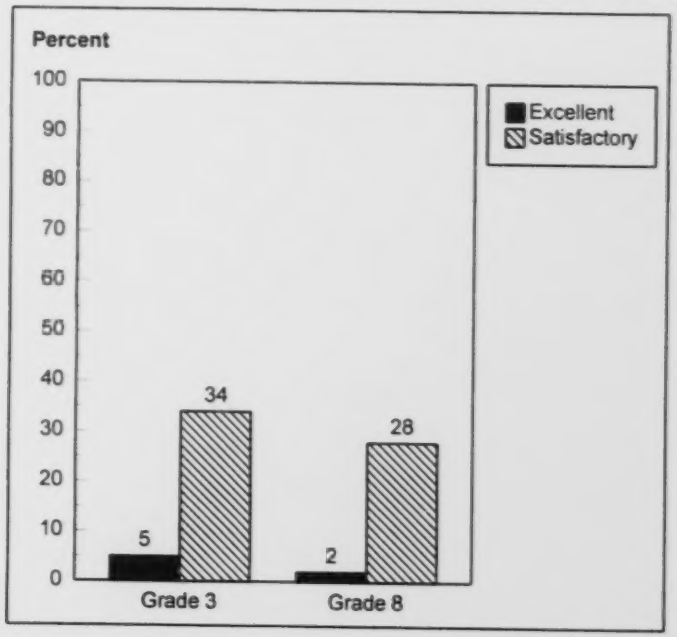
99

What test is profiled below?: Maryland School Performance Assessment Program (MSPAP)

How does the state report results?: Maryland has established two performance levels to report the results of the MSPAP: Satisfactory (a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students) and Excellent (a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students).

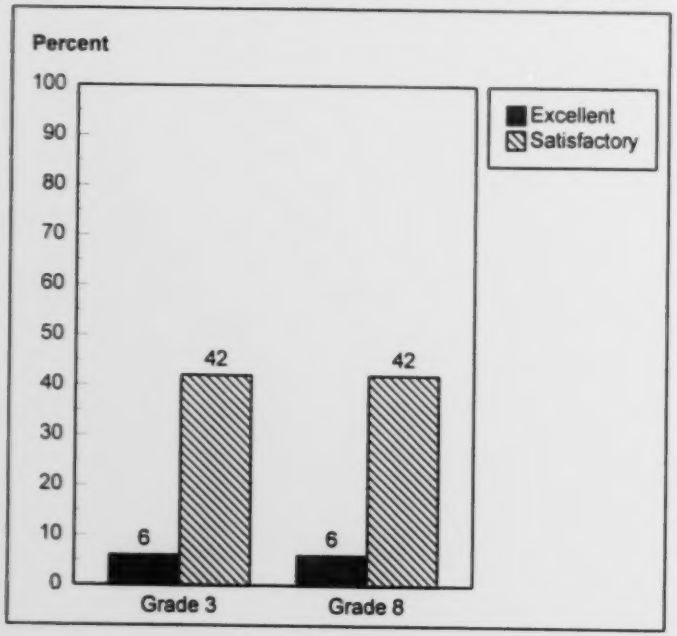
Reading

Percentage of Students at Each Performance Level, 1994-95

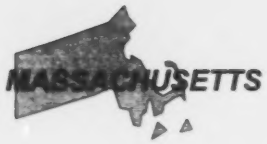


Mathematics

Percentage of Students at Each Performance Level, 1994-95



Graph reads: In 1994-95, 5 percent of 3rd graders in Maryland performed at the excellent level in reading and 34 percent performed at the satisfactory level.



WORK IN PROGRESS

Massachusetts conducted no statewide testing during the 1994-95 school year. The state plans to readminister the Massachusetts Educational Assessment Program (MEAP) in spring 1996. A new statewide testing program (the Massachusetts Comprehensive Assessment System, or MCAP) is under development and will be administered in 1997-98.

Who can I contact for more information?: Katherine Viator (617/388-3300)

No statewide testing data were available for this state in 1994-95.

	Michigan Educational Assessment Program (MEAP)	Employability Skills Portfolio
What grades & subjects are tested?	4, 7, 10: reading & math 5, 8, 11: science	11: employability skills
What type of test is used?	CRT	Portfolio assessment
What is the purpose?	To assess student achievement in math, reading, and science; to award endorsed diplomas in each subject area	To help students recognize what is needed for work; to develop and document skills with unique evidence, from grades 8 to 12
How are the results used?		
Student Accountability	Awards or recognition; endorsed diploma	Awards or recognition
School Accountability	Awards or recognition; reporting; accreditation	Part of school-to-work evaluation
What are the consequences for schools?	Warnings; probation, watch lists; funding loss; accreditation loss; takeover; dissolution	
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination		

Are tests aligned with curriculum frameworks or standards?: Michigan has developed state goals, content standards, and assessment and curriculum frameworks. The state assessment program is aligned with these items.

What are the future directions for assessment?: Michigan administered new science and writing assessments in 1996 in grades 5 and 8 to reflect state goals and objectives. A new high school proficiency test was also administered in mathematics, reading, writing, and science in March 1996. The state plans to report results of an employability skills pilot assessment of students in grade 11. A new social studies test is to be developed.

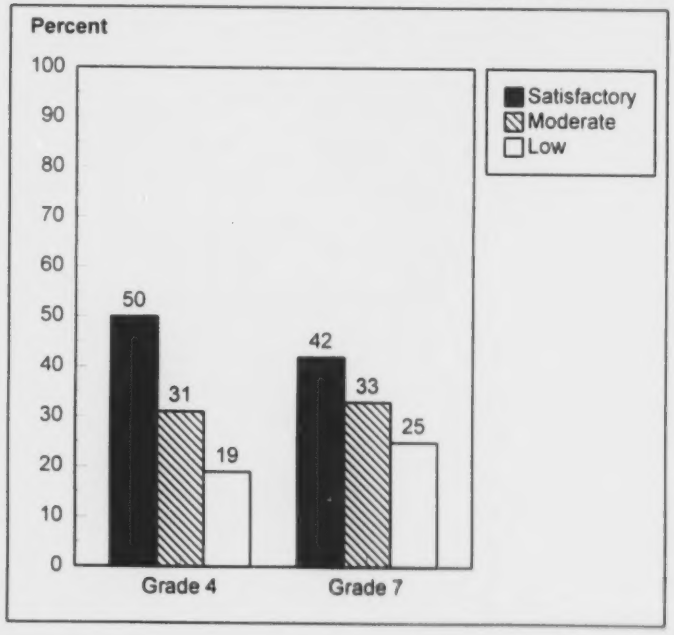
Who can I contact for more information?: Diane Smolen (517/373-8393)

What test is profiled below?: Michigan Education Assessment Program (MEAP)

How does the state report results?: Michigan defines the following three performance levels in reading: Satisfactory (a score of 300 or above on both story and informational reading selections); Moderate (a score of 300 or above on only one reading selection); and Low (a score of below 300 on both selections). For reading, the student score range for 4th grade was 244 to 360 on the story and 230 to 345 on the informational selection; the score range for 7th grade was 233 to 339 on the story and 224 to 350 on the informational selection. In mathematics, three levels are defined as follows: Satisfactory (520 and above), Moderate (500 to 519), and Low (499 and below). For mathematics, the student score range for 4th grade was 325 to 644; the score range for 7th grade was 341 to 671.

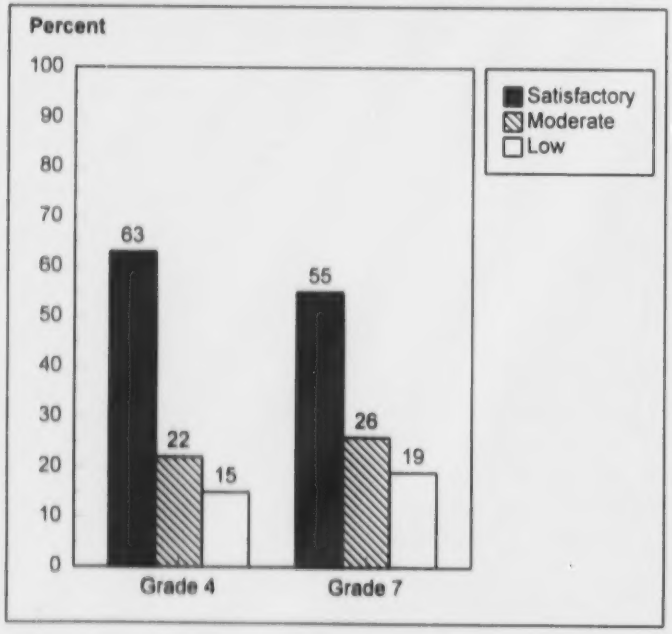
Reading

Percentage of Students at Each Performance Level, 1995



Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 50 percent of 4th grade students in Michigan performed at the satisfactory level in reading, 31 percent at the moderate level, and 19 percent at the low level.

Essential Learner Outcomes

What grades & subjects are tested?	4, 8, 11: music, health 5, 8, 11: visual arts, math 6: English conventions 6, 9, 11: writing, social studies, reading, science
What type of test is used?	CRT, writing samples
What is the purpose?	Monitor achievement of curriculum
How are the results used?	
Student Accountability	
School Accountability	
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Locally determined (IEP/LEP)
Alternative Assessments	
Participation Determination	

Are tests aligned with curriculum frameworks or standards?: Minnesota is developing state goals, content and performance standards, and assessment frameworks. The state assessment program will be aligned with these items.

What are the future directions for assessment?: In 1994-95, Minnesota revised the name of the statewide testing component to Basic Standards Tests. Students are tested in reading and math in grades 3, 5, 8, and as a graduation requirement. Writing will be added in 1997. The state has also implemented a new minimum competency test in reading and math for grade 9 as a requirement for graduation. The state also plans to develop a statewide testing program to monitor achievement in districts.

Who can I contact for more information?: Michael Tillmann (612/282-6279)

Because Minnesota is in transition to its new graduation standards, no state level testing data were available for this state in 1994-95.

MISSISSIPPI

	Functional Literacy Examination (FLE)	Norm-Referenced Assessment	Subject Area Testing Program (SATP)
What grades & subjects are tested?	11: math, reading, written communication	4-9: language arts, math, reading	9: algebra I
What type of test is used?	CRT, writing samples	NRT, performance testing	CRT, performance testing
What is the purpose?	To ensure minimum competencies as a prerequisite for graduation	Instructional improvement and accountability	To evaluate instructional program; to advance instruction toward higher-level thinking and problem solving
How are the results used?			
Student Accountability	Graduation		
School Accountability	Accreditation	Accreditation	
What are the consequences for schools?	Exemption from regulations; warnings; probation, watch lists; funding or accreditation loss; takeover	Exemption from regulations; warnings; probation, watch lists; funding or accreditation loss; takeover	Exemption from regulations; warnings; probation, watch lists; funding or accreditation loss; takeover
How are IEP & LEP students included?			
Accommodations	Yes, for IEP & LEP		Yes, for IEP & LEP
Alternative Assessments			
Participation Determination	No exemptions for diploma (IEP/LEP)	Participation in special program (IEP); English proficiency (LEP); SEA policy, Special Education Committee (IEP/LEP)	SEA policy

Are tests aligned with curriculum frameworks or standards?: Mississippi has developed performance standards, curriculum frameworks, and student expectations. The state assessment program is aligned with these items.

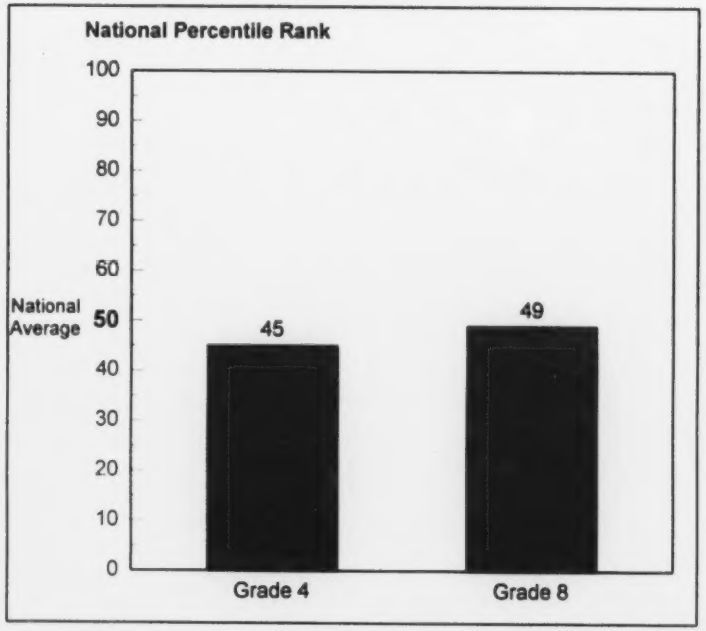
What are the future directions for assessment?: Mississippi plans to pilot end-of-subject CRTs for algebra I and U.S. history, which are new components of the SATP. The state also plans to develop high school exit criteria, which may include pupil performance from multiple assessments. This will replace the current FLE.

Who can I contact for more information?: Cynthia Ward (601/359-3052)

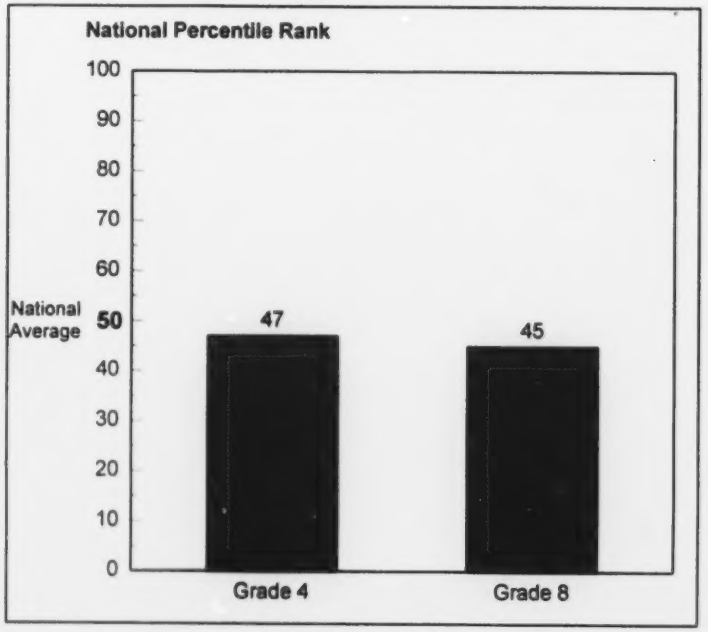
What test is profiled below?: Norm-Referenced Assessment: Iowa Tests of Basic Skills (ITBS)

How does the state report results?: Mississippi reports ITBS results using national percentile ranks.

Reading
State Average Percentile Rank, 1995



Mathematics
State Average Percentile Rank, 1995



Graph reads: In 1995, on the average, 4th grade students in Mississippi performed at the 45th national percentile in reading. The national average is the 50th percentile.

	Missouri Mastery and Achievement Test (MMAT)	Writing Assessment
What grades & subjects are tested?	2: language arts & math 3-10: language arts, math, science, social studies	5, 8, 11: writing
What type of test is used?	CRT	Writing samples
What is the purpose?	Report mastery and use as accountability measure	Improve writing instruction in state
How are the results used?		
Student Accountability		
School Accountability	Accreditation	
What are the consequences for schools?	Accreditation loss	
How are IEP & LEP students included?		
Accommodations	Yes, for IEP	Yes, for IEP
Alternative Assessments		
Participation Determination	Staff recommendation, IEP (IEP); English proficiency, time in U.S. or district (LEP)	Staff recommendation, IEP (IEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Missouri has developed state goals, content and performance standards, and curriculum frameworks. The state is developing an assessment program aligned with these items.

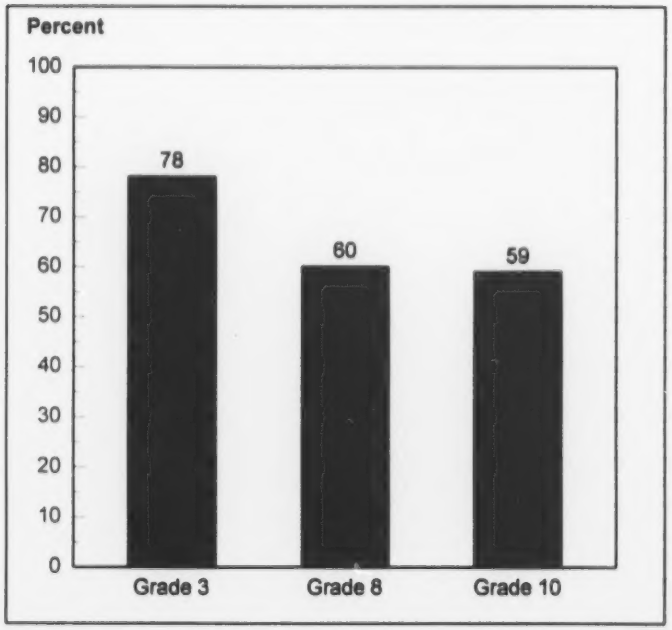
What are the future directions for assessment?: Missouri is contracting for assistance in developing a performance-based math test. The state also plans to develop performance-based assessments in communication arts, science, fine arts, health/physical education, and social studies.

Who can I contact for more information?: James Friedebach (573/751-1395)

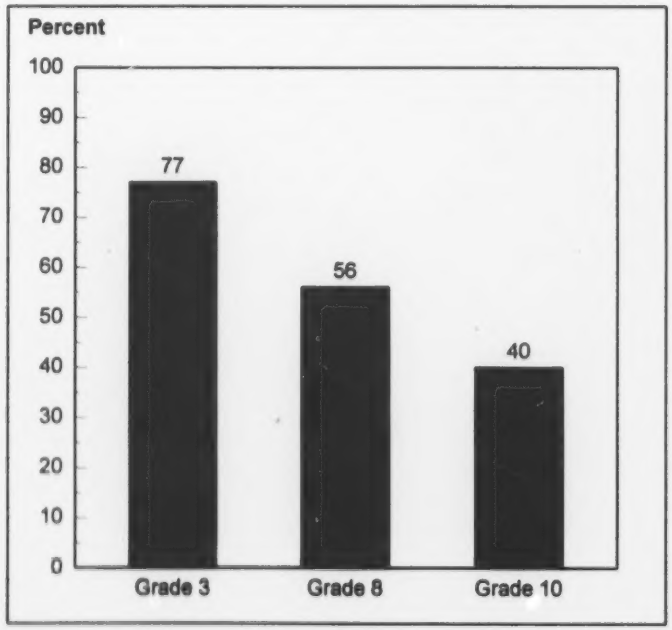
What test is profiled below?: Missouri Mastery and Achievement Tests (MMAT)

How does the state report results?: Missouri has identified a set of key skills in the academic areas of reading/English/language arts. The state reports the percentage of skills mastered by the median student.

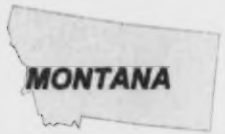
Reading/English/Language Arts
Percentage of Key Skills Mastered by the Median Student, 1995



Mathematics
Percentage of Key Skills Mastered by the Median Student, 1995



Graph reads: In 1995, the median 3rd grade student in Missouri mastered 78 percent of the key skills in reading.



	Student Assessment Requirement
What grades & subjects are tested?	4, 8, 11: language arts, math, reading, science, social studies
What type of test is used?	NRT (five state board-approved choices)
What is the purpose?	State board requirement
How are the results used?	
Student Accountability	
School Accountability	State-level reporting
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	
Alternative Assessments	
Participation Determination	Participation in special program (IEP)

Are tests aligned with curriculum frameworks or standards?: State standards are being incorporated by local districts into their curricula, which must then be locally aligned with the assessment process

What are the future directions for assessment?: Montana expects additional changes to the standardized testing program, in conjunction with state and Federal policies. The state plans to continue its assistance to districts in developing district assessments for programs and curriculum.

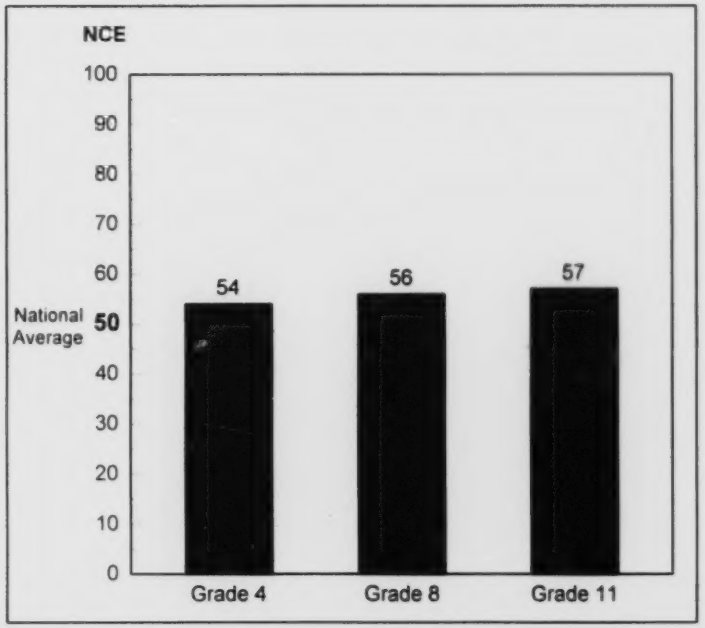
Who can I contact for more information?: Dori Nielson (406/444-3656)

What test is profiled below?: Student Assessment Requirement: Iowa Tests of Basic Skills (ITBS), grades 4 and 8; and Tests of Achievement and Proficiency (TAP), grade 11. The ITBS and TAP are the norm-referenced tests used by the largest number of districts.

How does the state report results?: Montana reports norm-referenced test results using Normal Curve Equivalent (NCE) scores.

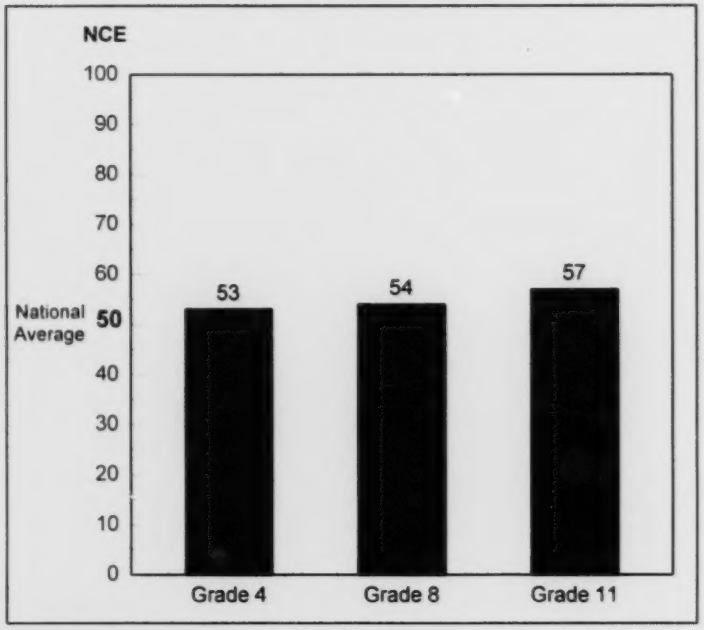
Reading

State Average Normal Curve Equivalent, 1993-94



Mathematics

State Average Normal Curve Equivalent, 1993-94



Graph reads: In 1993-94, on the average, 4th grade students in Montana performed at the 54th normal curve equivalent in reading. The national average is the 50th normal curve equivalent.

WORK IN PROGRESS

Nebraska requires all school districts to provide norm-referenced testing at least once in grades 4 through 6, once in grades 7 through 9, and once in grades 10 through 12. Criterion-referenced testing in reading, writing, and mathematics must begin at least in grade 5 and continue according to local district plan. All approved or accredited schools or school systems must include in their annual reports to their patrons the following: student achievement, demographic information, climate studies, graduation follow-up studies, and, in the case of public schools, financial information.

During the 1992 legislative session, the Nebraska legislature mandated the creation of an accountability commission to be appointed by the governor and within a four-year time period to create curriculum frameworks, establish standards, and develop an accountability system that would include assessment, evaluation, and reporting. That process is under development.

Science, mathematics, and social studies frameworks have been completed. Reading and language arts will be completed by May 1996 under the auspices of the state's Goals 2000 Panel. The accountability commission developed a document with policy recommendations. The recommendations deal with the assessment and reporting concerns associated with state criterion-referenced assessments.

In the next two years, Nebraska plans to develop performance assessments in math, science, art, foreign language, social studies, and reading/language arts. These areas are either mentioned specifically in state legislation or as part of Federal projects (art, foreign language).

Who can I contact for more information?: Jack Gilsdorf (402/471-2444)

No state-level testing data are available for this state.

	Comprehensive Test of Basic Skills (CTBS/4)	High School Proficiency Examination Program	Writing Proficiency Examination - Grade 8
What grades & subjects are tested?	4, 8: math, reading 4: language arts	11, 12: writing, math, reading	8: writing
What type of test is used?	NRT	NRT, Writing samples	Writing samples
What is the purpose?	To assess student progress in basic skills; identify at-risk students	Requirement for diploma	To assess student progress in basic skills; identify at-risk students
How are the results used?			
Student Accountability	Remediation	Graduation; remediation	Remediation
School Accountability	Reporting	Reporting; skills guarantee	Reporting
What are the consequences for schools?			
How are IEP & LEP students included?			
Accommodations		Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments			
Participation Determination	Committee decision (IEP); English proficiency as determined by Language Assessment Scales (LEP)		Committee decision (IEP); English proficiency as determined by Language Assessment Scales (LEP)

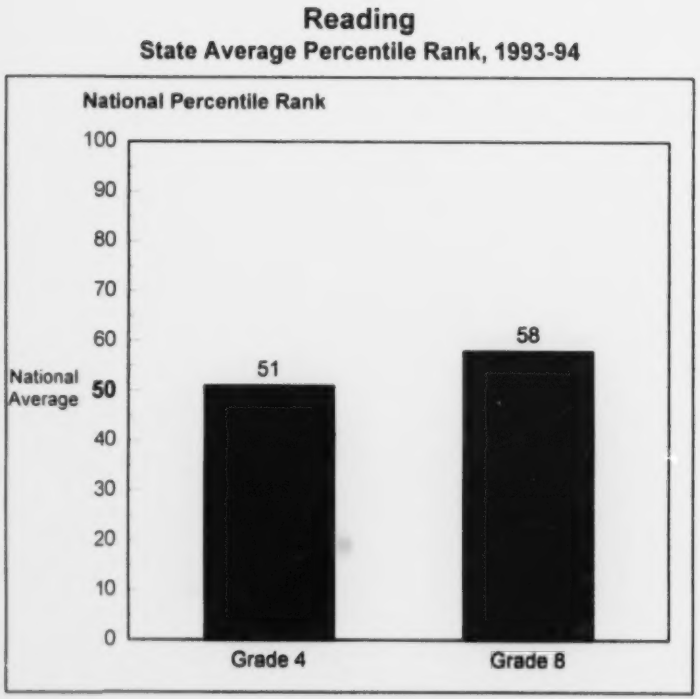
Are tests aligned with curriculum frameworks or standards?: Nevada has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program is aligned with these items.

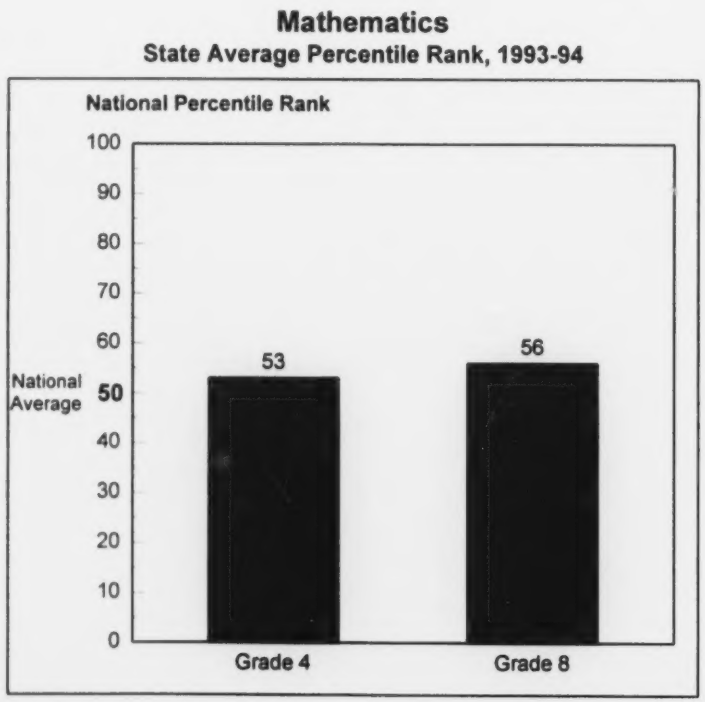
What are the future directions for assessment?: Nevada expects the Terra Nova Assessment to replace the CTBS/4 as the measure of achievement and proficiency at grades 4 and 8 in the school year starting in 1996-97. The state will also develop CRTs in reading and math for the high school exit examination for introduction in 1997-98. The state is considering developing assessments in an expanded core, which may replace Carnegie units in required areas. The state education department is planning to require remediation at grades 4 and 8 based on assessment results. Currently, such remediation is a local option.

Who can I contact for more information?: Kevin Crowe (702/687-3130)

What test is profiled below?: Comprehensive Test of Basic Skills (CTBS/4)

How does the state report results?: Nevada reports CTBS/4 results using national percentile ranks.





Graph reads: In 1993-94, on the average, 4th grade students in Nevada performed at the 51st national percentile in reading. The national average is the 50th percentile.

New Hampshire Educational Improvement and Assessment Program

What grades & subjects are tested?	3: language arts, writing, & math
What type of test is used?	CRT, Writing samples, short-answer, open-ended, constructed response
What is the purpose?	Educational improvement
How are the results used?	
Student Accountability	
School Accountability	Reporting
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Yes, for IEP & LEP
Alternative Assessments	
Participation Determination	Local team decision (IEP/LEP)

Are tests aligned with curriculum frameworks or standards?: New Hampshire has developed assessment and curriculum frameworks, and the state assessment program is aligned with these items.

What are the future directions for assessment?: Starting in May 1996, New Hampshire will test students in grades 6 and 10 in English/language arts, mathematics, science, and social studies. In the next two years, the state plans to work with local school districts on interpreting these data and developing educational improvement plans.

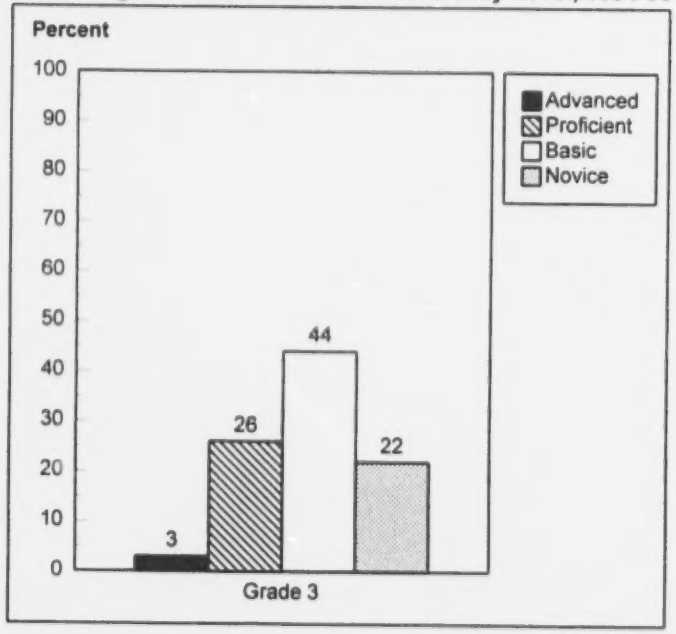
Who can I contact for more information?: William Ewert (603/271-2298)

What test is profiled below?: New Hampshire Educational Improvement and Assessment Program

How does the state report results?: New Hampshire defines four proficiency levels as follows: Advanced (students demonstrate a thorough comprehension of the material and can communicate clearly and concisely); Proficient (students demonstrate an overall understanding of knowledge and skills); Basic (students demonstrate a rudimentary understanding of knowledge and skills); and Novice (students are at the beginning stages of content and skill development). A more detailed description of the proficiency levels appears in Appendix C.

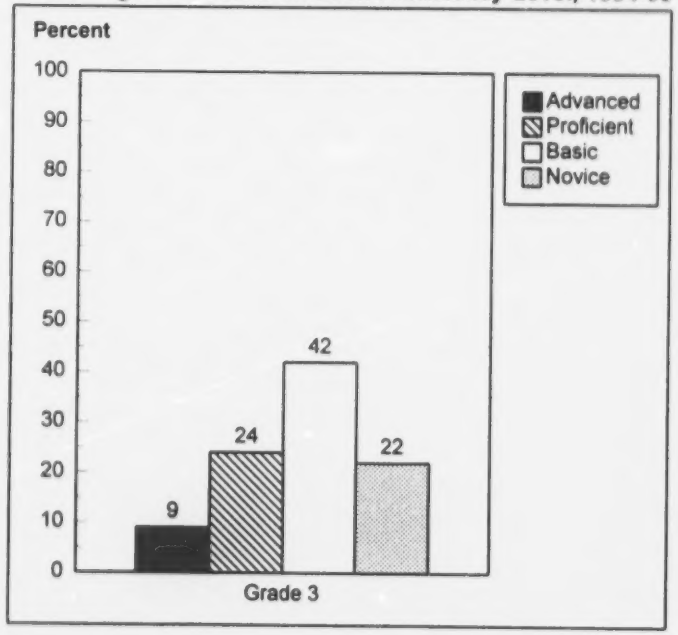
Language Arts

Percentage of Students at Each Proficiency Level, 1994-95



Mathematics

Percentage of Students at Each Proficiency Level, 1994-95



Graph reads: In 1994-95, 3 percent of 3rd graders in New Hampshire performed at the advanced level in language arts, 26 percent at the proficient level, 44 percent at the basic level, and 22 percent at the novice level.

NEW JERSEY

	Grade 11 High School Proficiency Test	Grade 8 Early Warning Test
What grades & subjects are tested?	11, 12: math, reading, writing	8: math, reading, writing
What type of test is used?	CRT, writing samples, performance testing, constructed response questions, grid response	CRT, writing samples, performance testing, open-ended, grid response
What is the purpose?	Graduation testing requirement	To identify students in need of remediation in assessed skill areas
How are the results used?		
Student Accountability	Graduation	
School Accountability	Reporting; accreditation	Reporting; accreditation
What are the consequences for schools?	Probation, watch lists; accreditation loss; takeover	Probation, watch lists; accreditation loss; takeover
How are IEP & LEP students included?		
Accommodations	Yes, for IEP	
Alternative Assessments	Yes, for LEP	
Participation Determination	Child study team recommendation (IEP); Participation in a special program, English proficiency (LEP)	

Are tests aligned with curriculum frameworks or standards?: New Jersey has developed content standards. The state is in the process of aligning assessments with the standards.

What are the future directions for assessment?: New Jersey plans to eliminate annual assessments of all students in grades 3 through 11 on a standardized test instrument, relying on state tests for grades 4, 8, and 11 and local assessments at the other grades.

Who can I contact for more information?: Jerry DeMauro (609/292-5180)

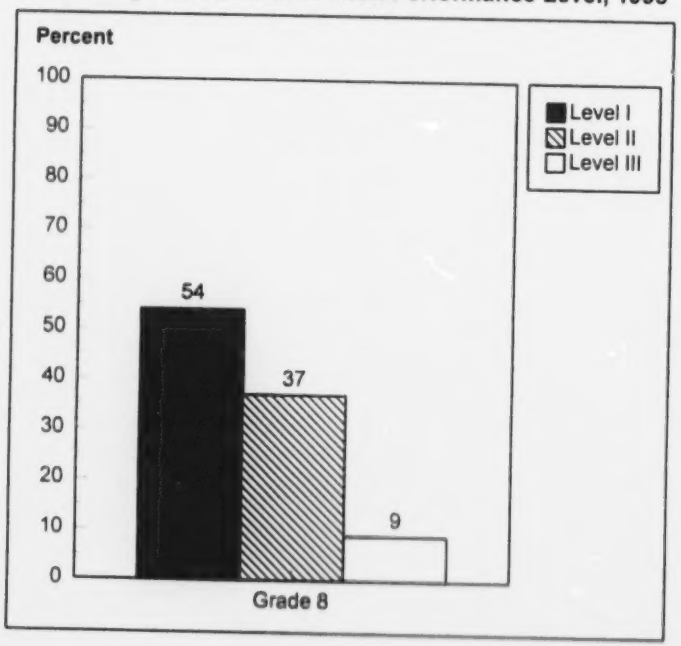
What test is profiled below?: Grade 8 Early Warning Test

NEW JERSEY

How does the state report results?: New Jersey defines three performance levels as follows: Students at Level I indicate clear competence in critical thinking; students at Level II indicate at least minimal competence; students at Level III are considered to be below the state minimum level of proficiency.

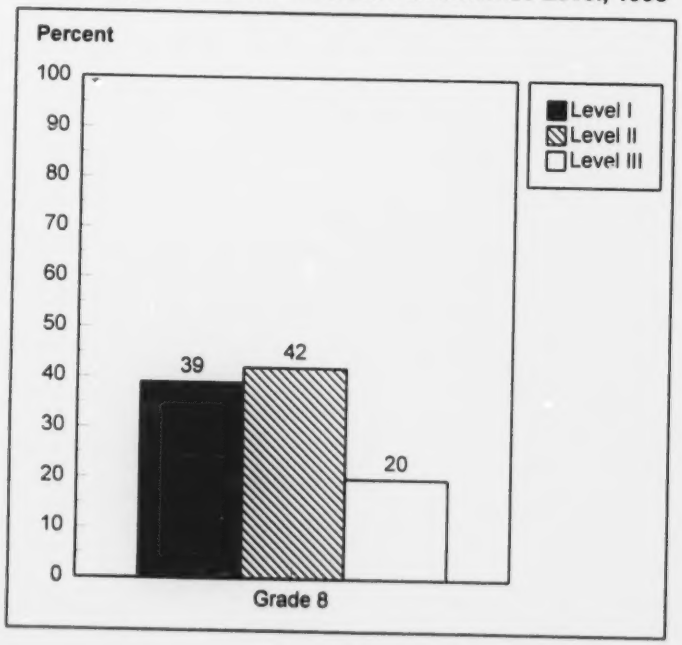
Reading

Percentage of Students at Each Performance Level, 1995



Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 54 percent of 8th graders in New Jersey performed at Level I in reading, 37 percent at Level II, and 9 percent at Level III.

	High School Competency Examination	Norm-Referenced Standardized Testing Program	Reading Assessment for Grades 1 and 2	Writing Assessment
What grades & subjects are tested?	10: language arts, math, reading, science, social studies, writing	3, 5, 8: math, reading, vocabulary, language arts	1, 2: reading	4, 6, 8: writing
What type of test is used?	CRT, writing samples	NRT	NRT, CRT, writing samples, performance testing, portfolio assessment	Writing samples
What is the purpose?	Accountability; graduation with diploma	Accountability	School and district accountability	Accountability, instructional tool
How are the results used?				
Student Accountability	Graduation			
School Accountability	Reporting; skills guarantee	Reporting	Reporting	Reporting
What are the consequences for schools?	Percentage not passing is reported by school	Results are published		Results are published
How are IEP & LEP students included?				
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Participation Determination	Teacher/parent recommendations (IEP/LEP); Based on IEP (IEP)	Teacher/parent recommendations (IEP/LEP); Based on IEP (IEP)	Teacher/parent recommendations (IEP/LEP); Based on IEP (IEP)	Teacher/parent recommendations (IEP/LEP); Based on IEP (IEP)

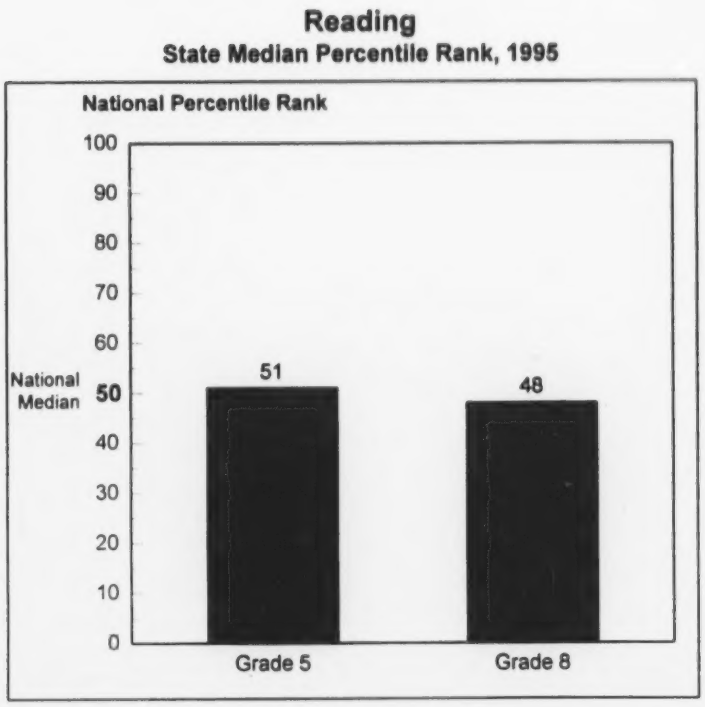
Are tests aligned with curriculum frameworks or standards?: New Mexico has developed state goals and student expectations in the curriculum frameworks and is in the process of developing content and performance standards. The state assessment program is aligned with these items.

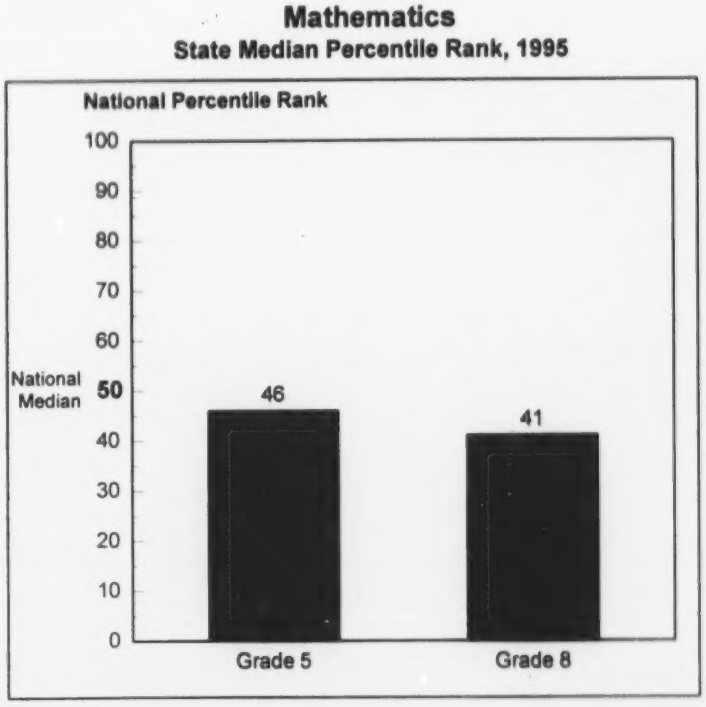
What are the future directions for assessment?: New Mexico is offering performance-based assessment items consistent with the recently adopted competency frameworks and the Standards for Excellence accreditation. The state has added short-answer response items to the High School Competency Exam (HSCE) and plans to offer a portfolio approach as an alternative to the current written composition portion of the HSCE. The Assessment Blueprint 2000 project will align assessment with standards and benchmarks as they are established.

Who can I contact for more information?: Carroll Hall (505/827-6524)

What test is profiled below?: Norm-Referenced Standardized Testing Program: Iowa Test of Basic Skills (ITBS)

How does the state report results?: New Mexico reports ITBS results using national percentile ranks.





Graph reads: In 1995, the median 5th grade student in New Mexico performed at the 51st national percentile in reading. The national median is the 50th percentile.

	Preliminary Competency Tests	Program Evaluation Tests	Pupil Evaluation Program Tests	Regents Competency Tests	Regents Examination Programs
What grades & subjects are tested?	8, 9: writing, reading	4: science 6, 8: social studies	3, 6: reading, math 5: writing	9: science, math 10, 11: social studies 11: reading, writing	9-12: science 9-11: math 10-11: social studies 11: foreign languages, English
What type of test is used?	CRT, writing samples, performance testing, enhanced multiple choice	CRT, performance testing, open-ended response	CRT, writing samples, performance testing, enhanced multiple choice	CRT, writing samples, open-ended responses	CRT, writing samples, performance testing, open-ended items
What is the purpose?	Identification for remediation	School assessment	Identification for remediation, school assessment	Demonstration of competencies required for diploma	Eligibility for Regents diploma; demonstration of competencies required for diploma
How are the results used?					
Student Accountability				Graduation	Awards or recognition; honors or endorsed diploma; graduation
School Accountability*					
What are the consequences for schools?*	Probation, watch lists		Probation, watch lists	Probation, watch lists	
How are IEP & LEP students included?					
Accommodations	Yes, for IEP & LEP	Yes, for IEP	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments	Yes, for LEP	Yes, for IEP	Yes, for IEP	Yes, for IEP	Yes, for IEP
Participation Determination	Participation in special program, staff recommendation (IEP); English proficiency, time in U.S. or district (LEP)		Time in U.S. or district (LEP)	English proficiency, Time in U.S. or district (LEP)	

Are tests aligned with curriculum frameworks or standards?: New York is developing performance standards. Alignment with the state assessment program is in progress.

What are the future directions for assessment?: New York is developing and pilot testing new Regents assessments. The state also plans to pilot authentic assessment projects in social studies, mathematics, English/language arts, and science and technology.

Who can I contact for more information?: David Bower (518-474-5902)

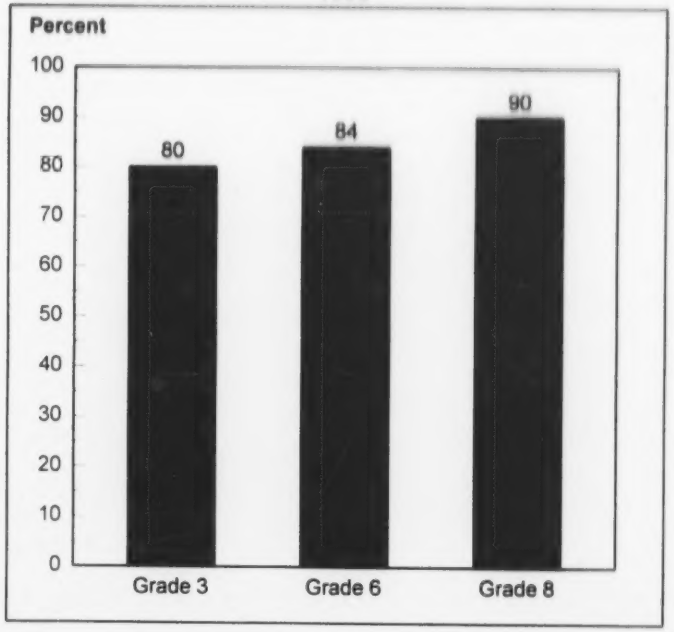
*For all components, School Accountability includes reporting, other intervention, and teacher awards or recognition, evaluation or certification. School Consequences also includes staff financial rewards/penalties, certification status gain/loss and staff probation results presented at public meeting at local school board.
Note: New York administers an additional statewide test component, the Occupational Education Proficiency Examinations, that is not presented here.

What test is profiled below?: Pupil Evaluation Program Tests (grades 3 and 6) and Preliminary Competency Tests (grade 8)

How does the state report results?: New York reports the percentage of students achieving above the State Reference Point for each test. Students who score above the State Reference Point on a test are making normal progress in developing the basic skills that are measured by that test. Students who score below the State Reference Point on a test are making less than normal progress in developing the basic skills measured by the test and must be provided with remedial instruction in the problem areas.

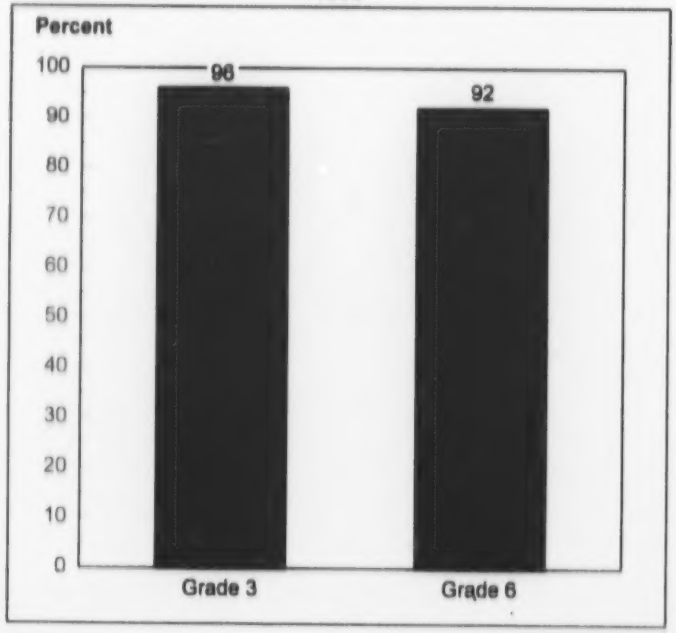
Reading

Percentage of Students Above the State Reference Point, 1995



Mathematics

Percentage of Students Above the State Reference Point, 1995



Graph reads: In 1995, 80 percent of 3rd grade students in New York performed above the state reference point in reading.

	North Carolina Testing Program	Norm-Referenced Testing	Competency Testing
What grades & subjects are tested?	3-8: math, reading, social studies 4, 6, 8: writing 8-10: Algebra I 9: English I, economics, physical sciences 10: biology, English II, geometry 11: U.S. history, Algebra II, chemistry, physics	5, 8: language, math, reading	10: math & reading
What type of test is used?	CRT, writing samples, open-ended questions	NRT	NRT, CRT
What is the purpose?	Accountability	National comparisons	Exit/graduation requirement
How are the results used?			
Student Accountability			Graduation
School Accountability	Reporting; accreditation; teacher self-appraisal	National comparisons	School monitoring
What are the consequences for schools?	Funding gain or loss; warnings; exemption from regulations; staff financial rewards		
How are IEP & LEP students included?			
Accommodations	Yes, for IEP		Yes, for IEP
Alternative Assessments			
Participation Determination	Staff recommendation (IEP); English proficiency (LEP)		

Are tests aligned with curriculum frameworks or standards?: North Carolina has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. The state assessment program is aligned with these items.

What are future directions for assessment?: The State Testing Program for 1995-96 will be significantly reduced from 1994-95 to focus on the basics of reading, mathematics, and writing. North Carolina is working to develop broad-based assessments that inform instruction and that can be used for a new school-based accountability program with financial rewards, assistance, or intervention. The state also plans to develop a computer skills test, pretests for high school courses, and school-based report cards; to expand item banks for local option tests in science, social studies, and elective high school courses; to link the reading test to a lexile framework; and to expand software and training efforts for local data users as well as provide assistance for ongoing classroom assessment. North Carolina also has a standards and accountability commission that is examining other student assessment processes and instruments with a proposed implementation date of around 2000.

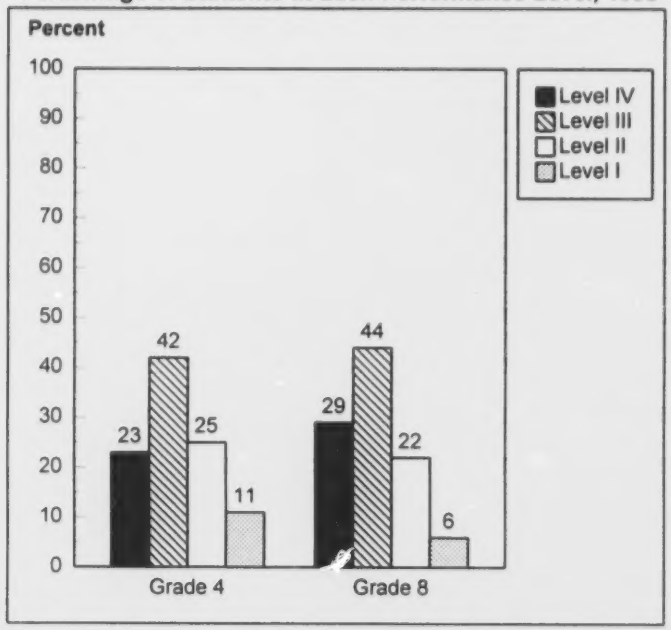
Who can I contact for more information?: Chris Averett (919/715-1207) or Mildred Bazemore (919/715-1182)

What test is profiled below?: North Carolina Testing Program (End-of-grade tests, multiple-choice format)

How does the state report results?: North Carolina defines four performance levels as follows: Level IV (student consistently performs in a superior manner clearly beyond that required to be proficient at grade-level work); Level III (student consistently demonstrates mastery of the grade-level subject matter and skills and is well-prepared for the next grade level); Level II (student demonstrates inconsistent mastery of knowledge and skills and is minimally prepared for the next grade level); and Level I (student does not have sufficient mastery of the knowledge and skills in the subject areas to be successful at the next grade level). The state board of education has set Level III as the standard for demonstrating grade-level skill and knowledge.

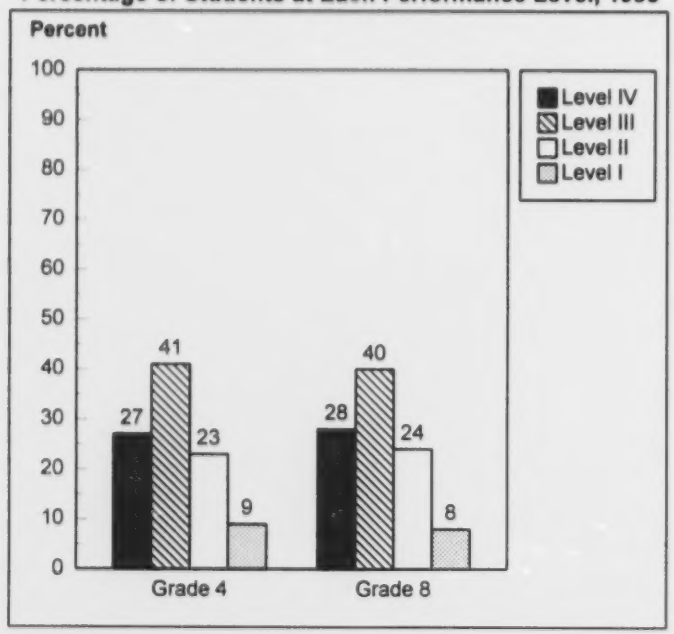
Reading

Percentage of Students at Each Performance Level, 1995

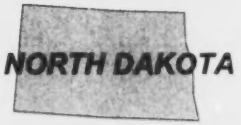


Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 23 percent of 4th graders in North Carolina performed at Level IV in reading, 42 percent at Level III, 25 percent at Level II, and 11 percent at Level I.



	Standardized Achievement and Ability Testing
What grades & subjects are tested?	3, 6, 8, 11: language arts, math, reading, science, social studies
What type of test is used?	NRT
What is the purpose?	Statewide achievement; to help schools identify curricular strengths and weaknesses, meet accreditation standards; to help assess student achievement of curriculum frameworks
How are the results used?	
Student Accountability	Awards or recognition
School Accountability	Accreditation
What are the consequences for schools?	
How are IEP & LEP students included?	
Accommodations	Yes, for IEP
Alternative Assessments	Yes, for IEP
Participation Determination	Participation in special program, follow individual IEP (IEP)

Are tests aligned with curriculum frameworks or standards?: North Dakota has developed state goals and curriculum frameworks. The state assessment program is aligned with these items.

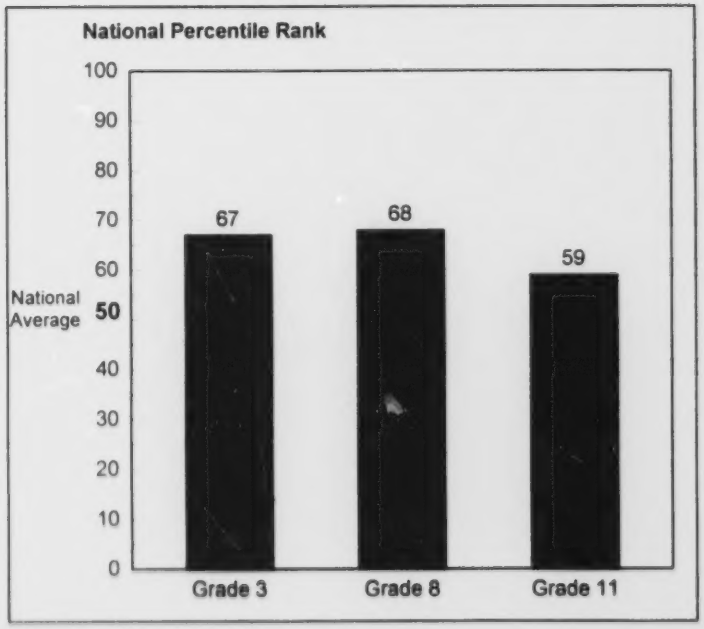
What are the future directions for assessment?: North Dakota plans to continue developing curriculum frameworks and has received a grant to develop an assessment in English/language arts.

Who can I contact for more information?: David Lee (701/328-2269)

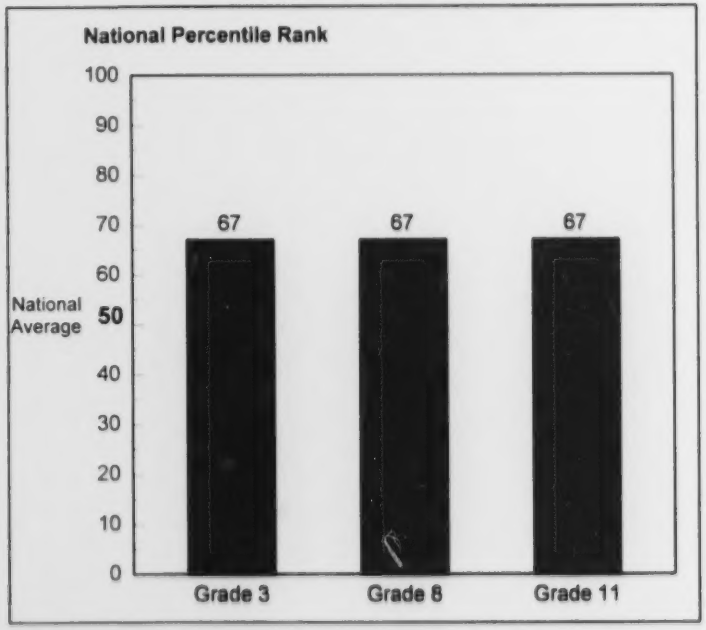
What test is profiled below?: Standardized Achievement and Ability Testing: Comprehensive Test of Basic Skills, 4th Edition (CTBS/4)

How does the state report results?: North Dakota reports CTBS/4 results using national percentile ranks.

Reading
State Average Percentile Rank, 1995



Mathematics
State Average Percentile Rank, 1995



Graph reads: In 1995, on the average, 3rd grade students in North Dakota performed at the 67th national percentile in reading. The national average is the 50th percentile.

	Fourth-Grade Proficiency Testing	Ninth-Grade Proficiency Testing	Norm-Referenced Achievement Tests	Twelfth-Grade Proficiency Testing
What grades & subjects are tested?	4: citizenship, math, reading, writing	8, 9: citizenship, math, reading, writing	6, 8: language arts, math, reading	12: citizenship, math, reading, writing
What type of test is used?	CRT, writing samples, performance testing	CRT, writing samples	NRT	CRT, writing samples, open-ended problems: grid response
What is the purpose?	Improvement of curriculum, instruction; student intervention	Graduation requirement	Accountability	Program improvement, student recognition
How are the results used?				
Student Accountability	Intervention required in next grade	Graduation		Honors diploma
School Accountability	Reporting	Reporting		Reporting
What are the consequences for schools?	Eligibility to apply for school improvement grants	Warnings; probation, watch lists; eligibility to apply for school improvement grants		
How are IEP & LEP students included?				
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP	Yes, for IEP & LEP
Alternative Assessments				
Participation Determination	Through IEP (IEP)	Through IEP (IEP)	IEP exemption possible (IEP)	Through IEP (IEP)

Are tests aligned with curriculum frameworks or standards?: Ohio has developed content and performance standards and assessment and curriculum frameworks. The state assessment program is aligned with these items.

What are the future directions for assessment?: Sixth grade proficiency testing is being added in the 1995-96 school year. Districts will begin administering science proficiency tests as part of the grade 4, 6, 9 and 12 programs. Districts are no longer required to administer norm-referenced tests but may do so at district option. All chartered nonpublic schools are required to administer the grade 9 tests in all subject areas. Ohio will continue development of new tasks for use in grade 4, 6, 9 and 12 tests. Proficiency standards are being increased over time in grades 4, 6, and 12.

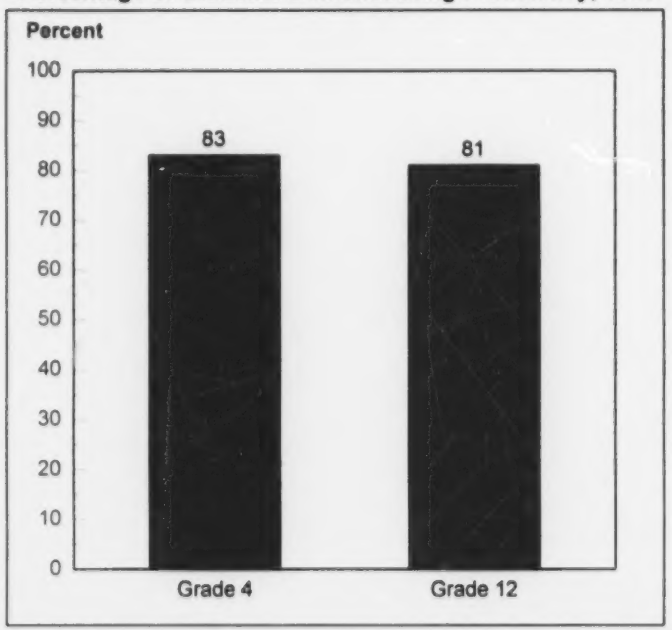
Who can I contact for more information?: Roger Trent (614/466-3224)

What test is profiled below?: Ohio Proficiency Tests (Fourth and Twelfth Grade)

How does the state report results?: Ohio reports the percentage of students who demonstrated proficiency.

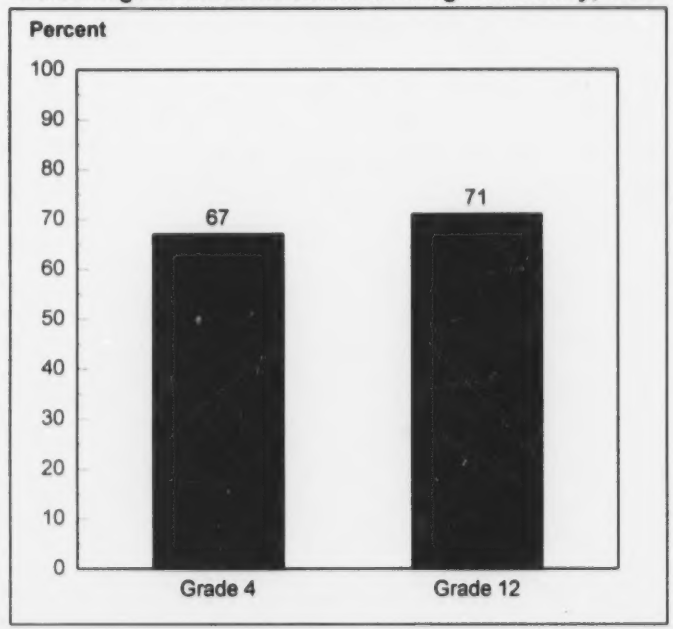
Reading

Percentage of Students Demonstrating Proficiency, 1995



Mathematics

Percentage of Students Demonstrating Proficiency, 1995



Graph reads: In 1995, 83 percent of 4th grade students in Ohio demonstrated proficiency in reading.

	Oklahoma Core Curriculum Tests	Norm-Referenced Tests
What grades & subjects are tested?	5, 8, 11: science, math 8: reading, writing	3, 7: math, language arts, science, social studies, reading
What type of test is used?	CRT, writing samples	NRT
What is the purpose?	To measure student attainment of statewide Core Curriculum Skills, Satisfactory Performance standard	To measure student academic achievement
How are the results used?		
Student Accountability	Meeting Satisfactory Performance Standard	
School Accountability	Reporting	Reporting
What are the consequences for schools?		Exemption from regulations; warnings; probation, watch lists; funding or accreditation loss; takeover; dissolution
How are IEP & LEP students included?		
Accommodations	Yes, for IEP	Yes, for IEP
Alternative Assessments		
Participation Determination	Participation in special program, staff, team, and/or parent recommendations (IEP); English proficiency, time in U.S. or district, parent recommendation (LEP)	Participation in special program, parent recommendation (IEP/LEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Oklahoma has developed content and performance standards. The state assessment program is aligned with these items.

What are the future directions for assessment?: Oklahoma plans to add a reading/writing assessment for grades 5 and 11 in 1995-96, a history/Constitution/U.S. government assessment for grades 5, 8, and 11 in 1996-97, a geography (and Oklahoma history for grade 11 only) assessment for grades 5, 8, and 11 in 1997-98, and a culture/arts assessment for grades 5, 8, and 11 in 1998-99. All will be CRT assessments.

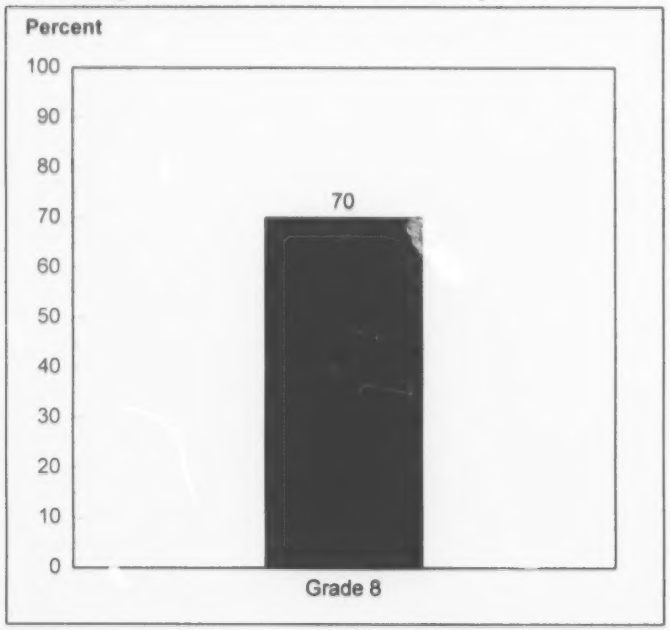
Who can I contact for more information?: Robert Buswell (405/522-4578)

What test is profiled below?: Oklahoma Core Curriculum Tests

How does the state report results?: Oklahoma reports Core Curriculum Test results using the percentage of students scoring at or above a level determined to be "Satisfactory."

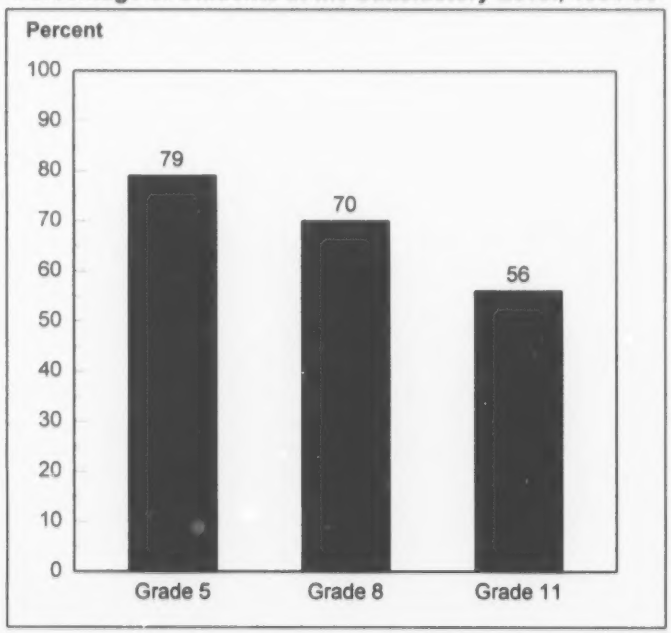
Reading

Percentage of Students at the Satisfactory Level, 1994-95



Mathematics

Percentage of Students at the Satisfactory Level, 1994-95



Graph reads: In 1994-95, 70 percent of 8th grade students in Oklahoma performed at the Satisfactory level in reading.

	Reading and Mathematics Assessment	Writing
What grades & subjects are tested?	3, 5, 8, 10: math, reading	3, 5, 8, 10: writing
What type of test is used?	CRT	Writing samples
What is the purpose?	Program evaluation, school improvement, public accountability	Program evaluation, school improvement, public accountability
How are the results used?		
Student Accountability		
School Accountability	Reporting	Reporting
What are the consequences for schools?		
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination	Staff recommendation (IEP/LEP); English proficiency (LEP)	Staff recommendation (IEP/LEP); English proficiency (LEP)

Are tests aligned with curriculum frameworks or standards?: Oregon is in the process of developing content and performance standards. The state assessment program will be aligned with these items.

What are the future directions for assessment?: Oregon is beginning to develop an assessment system for use in granting students a Certificate of Initial Mastery by grade 10.

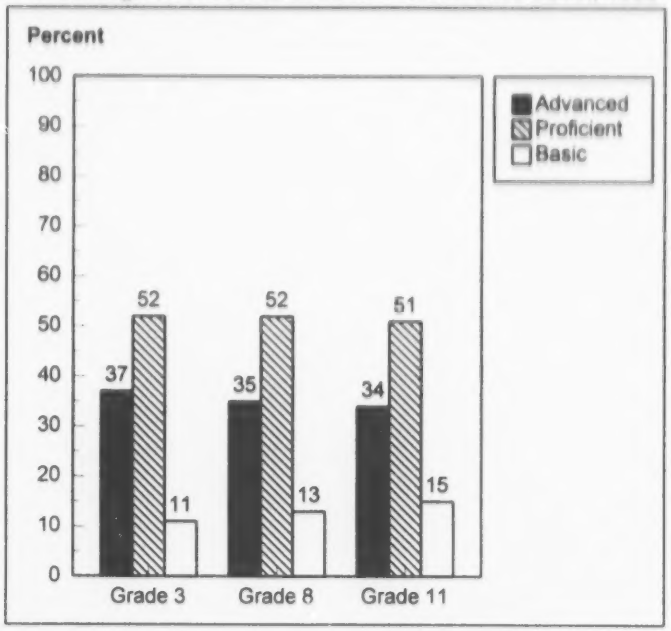
Who can I contact for more information?: Wayne Neuburger (503/378-5585, ext. 253)

What test is profiled below?: Oregon Statewide Assessment: Reading and Mathematics Assessment

How does the state report results?: Oregon defines three performance levels in reading and mathematics: Advanced (student demonstrates superior performance; student is functioning above grade level expectations and is able to answer correctly more than 80 percent of the most difficult questions); Proficient (student is making satisfactory progress and is well prepared for the next level of schooling; student is able to answer correctly about 80 percent of average difficulty questions); and Basic (student is not making satisfactory progress and is functioning below grade level expectations; student is able to answer correctly less than 80 percent of relatively easy questions).

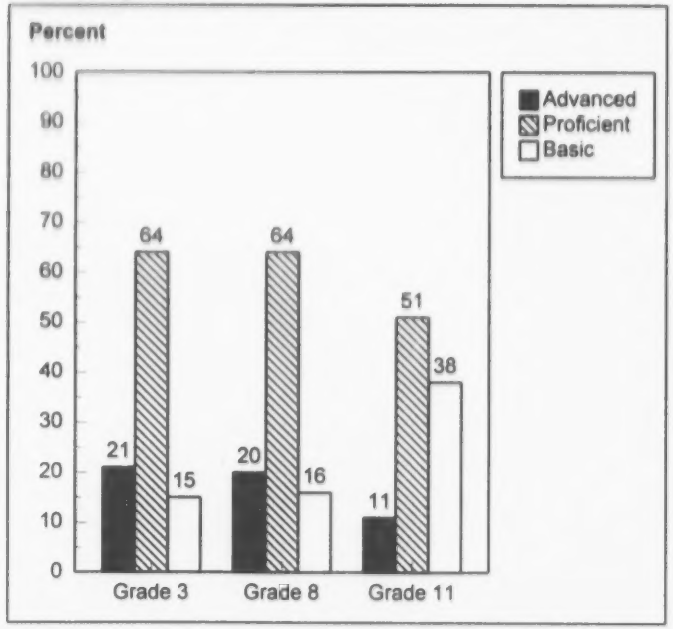
Reading

Percentage of Students at Each Performance Level, 1995



Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 37 percent of 3rd graders performed at the advanced level, 52 percent at the proficient level, and 11 percent at the basic level.

PENNSYLVANIA

	Reading and Math Assessment	Writing Assessment
What grades & subjects are tested?	5, 8, 11: math, reading	6, 9: writing
What type of test is used?	CRT, performance testing	Writing samples
What is the purpose?	To provide data to schools and districts for planning, school improvement	To provide data to schools and districts for planning, school improvement
How are the results used?		
Student Accountability		
School Accountability	Reporting	Reporting
What are the consequences for schools?	Public reaction	
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination	Staff recommendation (IEP); Time in U.S. or district (LEP)	Staff recommendation (IEP); Time in U.S. or district (LEP)

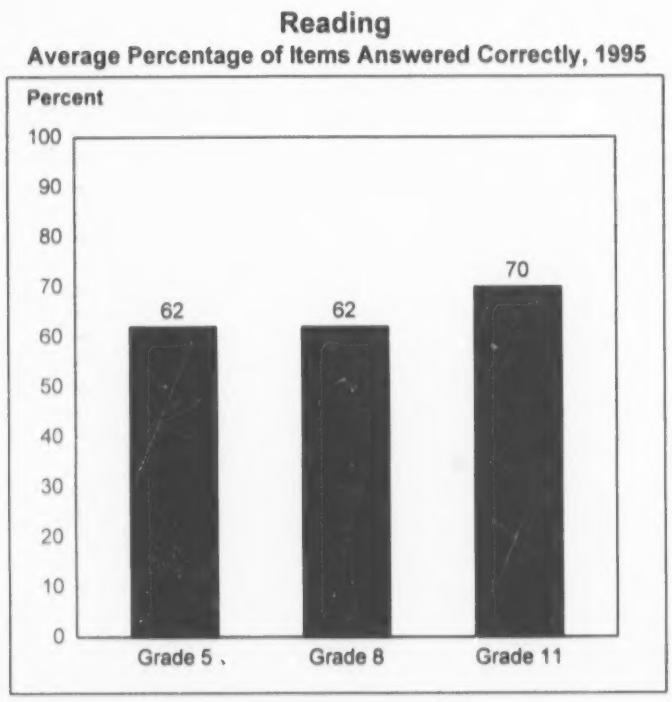
Are tests aligned with curriculum frameworks or standards?: Pennsylvania is in the process of developing content and performance standards and assessment frameworks. The state assessment program will be aligned with these items.

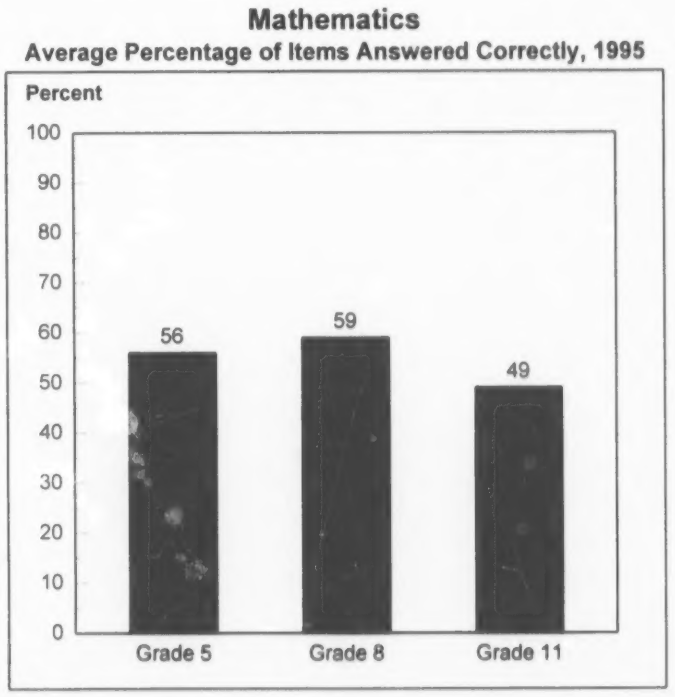
What are the future directions for assessment?: Pennsylvania will be developing performance levels for reporting reading, mathematics, and writing assessment results to give better information to schools. The state is also beginning to develop assessments for science, social studies, and the arts.

Who can I contact for more information?: James Hertzog (717/787-4234)

What test is profiled below?: Pennsylvania System of School Assessment: Reading and Math Assessment

How does the state report results?: Pennsylvania reports statewide assessment results using the average percentage of items answered correctly.





Graph reads: In 1995, on the average, 5th grade students in Pennsylvania answered 62 percent of items on the reading test correctly.

RHODE ISLAND

	Norm-Referenced Testing	Writing Assessment
What grades & subjects are tested?	4, 8, 10: math, reading	4, 8: writing
What type of test is used?	NRT	Writing samples
What is the purpose?	Instructional improvement and accountability	Instructional improvement and accountability
How are the results used?		
Student Accountability		
School Accountability	Reporting	Reporting
What are the consequences for schools?		
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination	Participation in special program (IEP); Time in U.S. or district (LEP)	Participation in special program (IEP); Time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Rhode Island is in the process of developing state goals, content standards, and assessment and curriculum frameworks. The state assessment program will be aligned with these items.

What are the future directions for assessment?: Rhode Island will continue to develop and implement performance-based assessments.

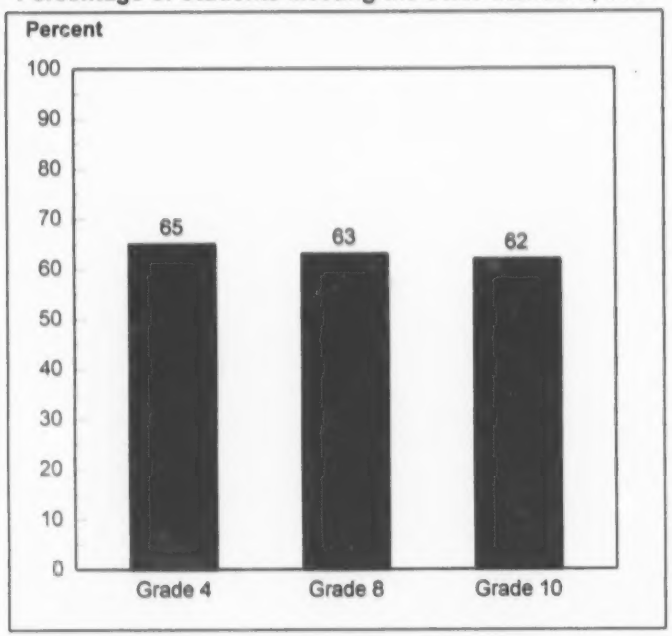
Who can I contact for more information?: Pat DeVito (401/277-3126)

What test results are profiled below?: Norm-Referenced Testing: Metropolitan Achievement Test, 7th Edition (MAT 7)

How does the state report results?: Rhode Island reports MAT 7 results using the percentage of students who met the Basic level of student performance (defined as scoring at the 40th percentile or higher).

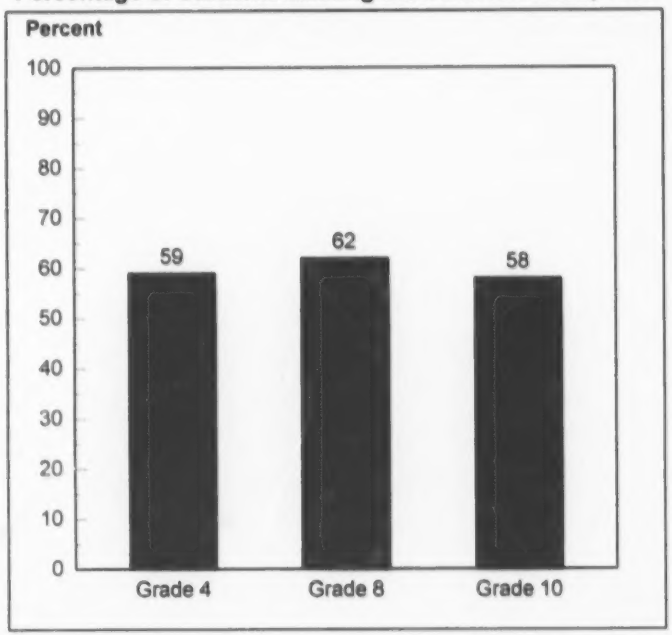
Reading

Percentage of Students Meeting the State Standard, 1994



Mathematics

Percentage of Students Meeting the State Standard, 1994



Graph reads: In 1994, 65 percent of 4th grade students in Rhode Island met the state standard in reading.

	Basic Skills Assessment Program	Norm-Referenced Program
What grades & subjects are tested?	3, 8, 10: reading, math 3, 6, 8: science 6, 8, 10: writing	4, 5, 7, 9, 11: language, reading, math
What type of test is used?	CRT, writing samples	NRT
What is the purpose?	Student diagnosis, placement; student promotion, graduation; improvement of instruction, curriculum; program evaluation; school performance reporting, accountability; school awards/recognition; identification of impaired districts	Student diagnosis, placement; student promotion, improvement of instruction, curriculum; program evaluation; school performance reporting, accountability; school awards/recognition; identification of impaired districts
How are the results used?		
Student Accountability	Promotion, graduation	Promotion
School Accountability	Awards or recognition; reporting; skills guarantee	Awards or recognition; reporting
What are the consequences for schools?	Funding gain; exemption from regulations; warnings; probation, watch lists	Funding gain; warnings; probation, watch lists
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination		

Are tests aligned with curriculum frameworks or standards?: South Carolina is in the process of developing state goals, content and performance standards, curriculum frameworks, and student expectations. The new state assessment program will be aligned with these items.

What are the future directions for assessment?: South Carolina will be revising assessments for grades 3, 6, and 8 and the exit exam, based on state board-approved academic achievement standards. The state is working with teachers in the 12 Schools Project and the Classroom Portfolio Assessment Project to develop classroom-based alternative assessments, including on-demand performance tasks and portfolios.

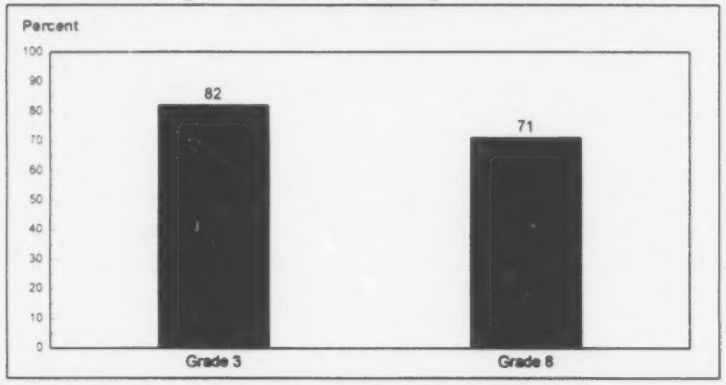
Who can I contact for more information?: Susan Agruso (803/734-8298)

What test is profiled below?: The Basic Skills Assessment Program (BSAP), grades 3 and 8; and Norm-Referenced Program: Metropolitan Achievement Test, 7th Edition (MAT 7), grade 11

How does the state report results?: For the BSAP, South Carolina has established a passing standard and reports percentage of students meeting the state standard. For the MAT 7, South Carolina reports the percentage of students scoring above the 50th national percentile. South Carolina students can be said to perform better than the national sample when more than half of the state's students score above the 50th national percentile.

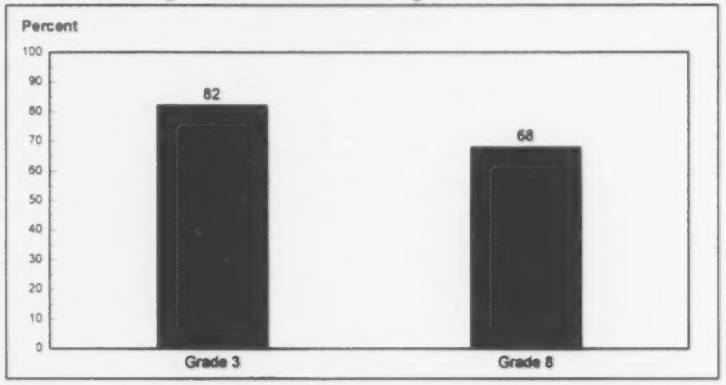
Reading

Percentage of Students Meeting the Standard, 1995



Mathematics

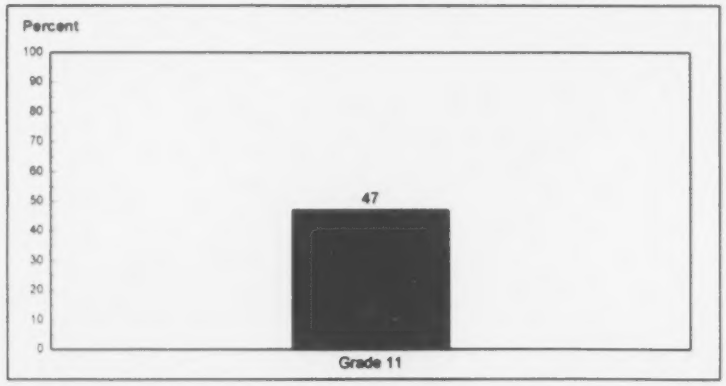
Percentage of Students Meeting the Standard, 1995



Graph reads: In 1995, 82 percent of 3rd grade students in South Carolina met the standard in reading.

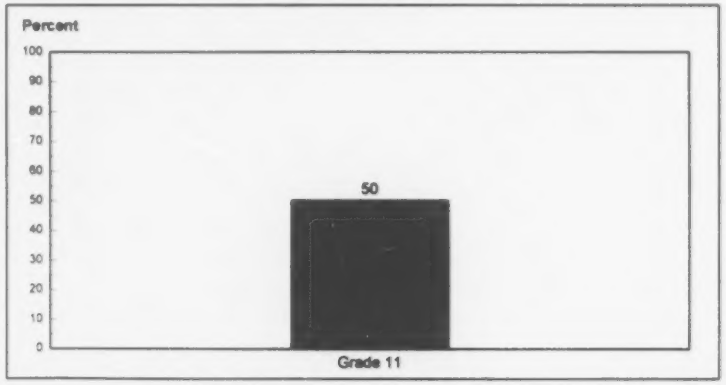
Reading

Percentage of Students Scoring Above the 50th National Percentile, 1995

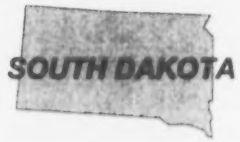


Mathematics

Percentage of Students Scoring Above the 50th National Percentile, 1995



Graph reads: In 1995, 47 percent of 11th grade students in South Carolina scored above the 50th national percentile in reading.



	Achievement and Ability Testing	Career Assessment Program
What grades & subjects are tested?	4, 8, 11: English, math, science, social studies	9: aptitudes, career interest
What type of test is used?	NRT	NRT
What is the purpose?	School comparisons to state average	Career interest and aptitude assessment
How are the results used?		
Student Accountability	Curriculum studies	Curriculum studies
School Accountability		
What are the consequences for schools?	Failure to test violates accreditation rule	Failure to test violates accreditation rule
How are IEP & LEP students included?		
Accommodations	Yes, for IEP	
Alternative Assessments		
Participation Determination	Participation in special program (IEP/LEP); Staff recommendation, English proficiency, time in U.S. or district (LEP)	Staff recommendation (IEP/LEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: South Dakota is in the process of developing content standards. Alignment with the state assessment program is planned.

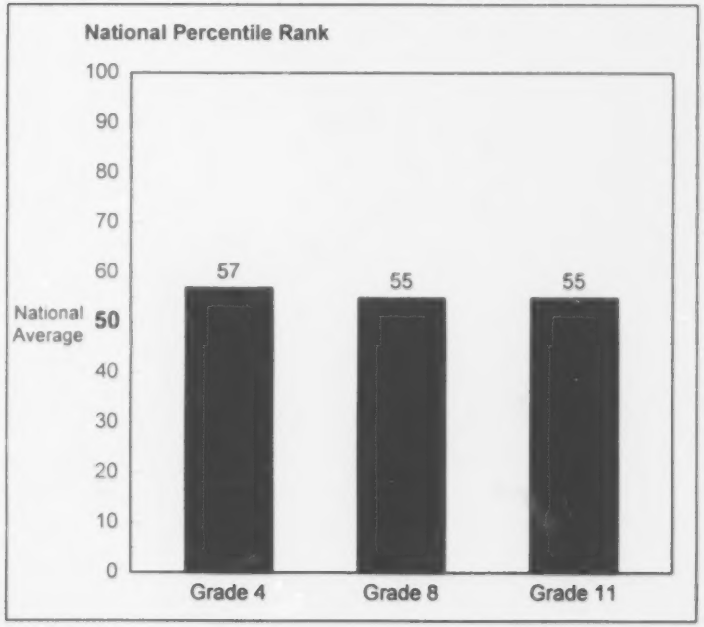
What are the future directions for assessment?: South Dakota will be moving to a new assessment within two years.

Who can I contact for more information?: Gary Skoglund (605/773-5229)

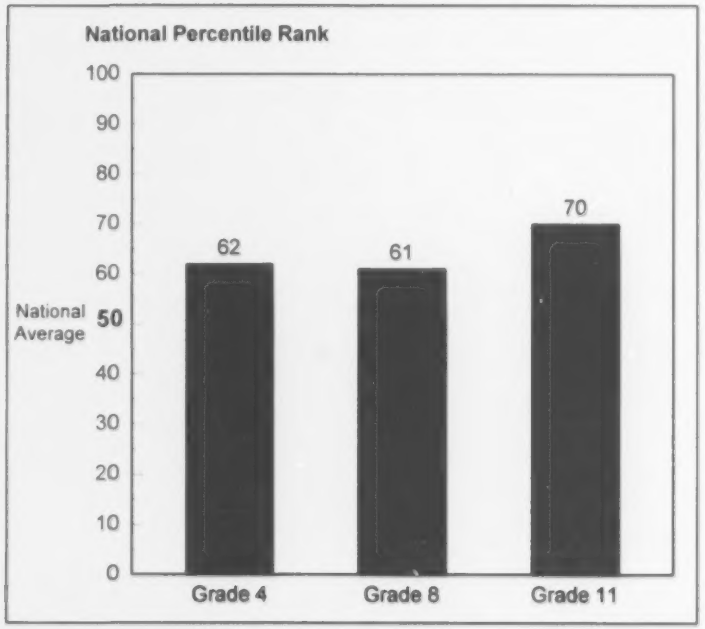
What test is profiled below?: Achievement and Ability Testing: Stanford Achievement Test, 8th Edition (SAT 8) and the Metropolitan Achievement Test, 7th Edition (MAT 7)

How does the state report results?: South Dakota reports a statewide summary of standardized test scores for both the SAT 8 and MAT 7 using a system of equated test scores called the Master List of Equivalent Test Scores. This allows South Dakota to present one set of statewide average scores for both tests by equating MAT 7 scores to the SAT 8. Results are reported using national percentile ranks.

Reading
State Average Percentile Rank, 1995



Mathematics
State Average Percentile Rank, 1995



Graph reads: In 1995, on the average, 4th grade students in South Dakota performed at the 57th national percentile in reading. The national average is the 50th percentile.

TENNESSEE

	Tennessee Comprehensive Assessment Program (TCAP) Achievement Test - CRT	TCAP Achievement Test - NRT	TCAP Competency Test	Writing
What grades & subjects are tested?	2-8: language arts, math	2-8: language arts, math, reading, science, social studies	9-12: math, language arts	4, 8, 11: writing
What type of test is used?	CRT	NRT	CRT	Writing samples
What is the purpose?	Diagnostic use; determination of mastery, nonmastery, partial mastery	Longitudinal growth, diagnostic use, accountability	Graduation	Diagnostic use
How are the results used?				
Student Accountability			Graduation	
School Accountability		Awards or recognition; reporting	Reporting	
What are the consequences for schools?		Incentive awards		
How are IEP & LEP students included?				
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments				
Participation Determination	Staff recommendation, participation in special program, multidiscipline team decision (IEP); English proficiency, time in U.S. or district (LEP)	Staff recommendation (IEP/LEP); participation in special program, multidiscipline team decision (IEP); English proficiency, time in U.S. or district (LEP)	Staff recommendation (IEP/LEP); participation in special program, multidiscipline team decision (IEP); English proficiency, time in U.S. or district (LEP)	Staff recommendation (IEP/LEP); participation in special program, multidiscipline team decision (IEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Tennessee has developed state goals, content and performance standards, curriculum frameworks and student expectations. The state assessment program is aligned with these items.

What are the future directions for assessment?: Tennessee plans to develop high school subject-matter tests in math, science, and social studies for accountability purposes. The state also plans ongoing piloting of competency test items.

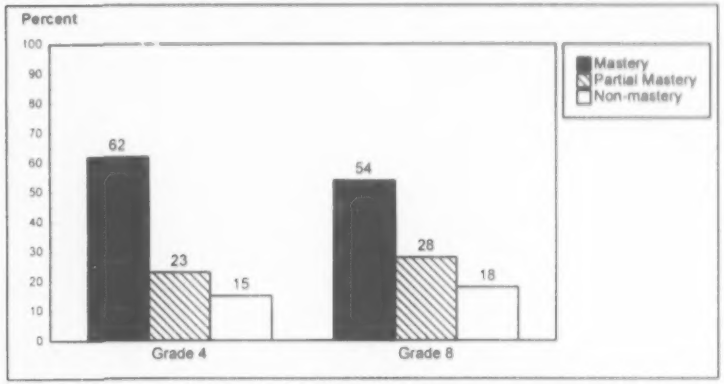
Who can I contact for more information?: Ben Brown (615/532-4770)

What test is profiled below?: Tennessee Comprehensive Assessment Program (TCAP); CRT in grades 4 and 8, NRT in grade 10

How does the state report results?: For the CRT, Tennessee reports test results using the following performance levels: Mastery, Partial Mastery, and Nonmastery. For the NRT, Tennessee reports the percentage of students above average (stanine scores of 7, 8, or 9), average (stanine scores of 4, 5, or 6), and below average (stanine scores of 1, 2, or 3).

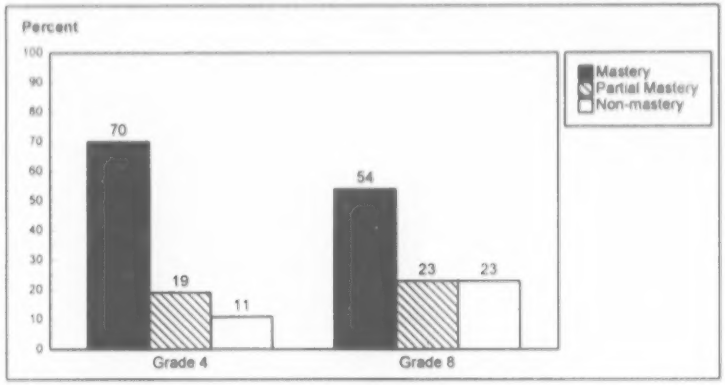
Comprehension

Percentage of Students at Each Performance Level, 1995



Problem Solving

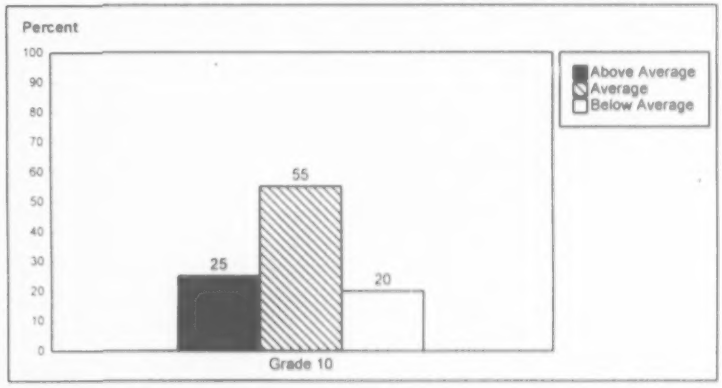
Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 62 percent of 4th grade students in Tennessee performed at the mastery level in comprehension, 23 percent at partial mastery, and 15 percent at non-mastery.

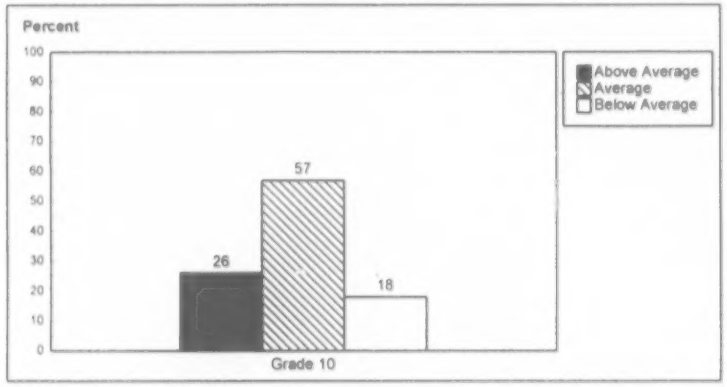
Reading

Percentage of Students at Each Performance Level, 1995



Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 25 percent of 10th grade students in Tennessee performed at the above average level in reading, 55 percent at the average level, and 20 percent at the below average level.

Note: In addition to problem solving, students in grades 4 and 8 are also tested in the following areas in mathematics: numeration, whole numbers, fractions, decimals, graphs and tables, measurement, and geometry. In addition, students in grade 8 are tested in probability and statistics, and ratios and proportions. In addition to comprehension, students in grades 4 and 8 are also tested in the following areas in language: mechanics, usage, sentences and paragraphs, spelling, literacy skills, and reference.

Texas Assessment of Academic Skills (TAAS)

What grades & subjects are tested?	3-8, 10-12: reading, math 4, 8, 10-12: writing 8: social studies, science 8-10: algebra I, biology I (end-of-course tests)
What type of test is used?	CRT, writing samples, machine-scorable, nontraditional items
What is the purpose?	Instructional accountability
How are the results used?	
Student Accountability	Awards or recognition; graduation
School Accountability	Awards or recognition; reporting; skills guarantee; accreditation
What are the consequences for schools?	Exemption from regulations; warnings; probation, watch lists; funding or accreditation loss; takeover; dissolution;
How are IEP & LEP students included?	
Accommodations	Yes, for IEP & LEP
Alternative Assessments	
Participation Determination	Participation in special program, staff recommendation (IEP/LEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Texas has developed state curriculum guidelines called Essential Elements. The state assessment program is aligned with these elements.

What are the future directions for assessment?: Texas plans to administer a Spanish version TAAS in 1996, in grades 3-6 in reading and mathematics and grade 4 in writing. Texas also plans to pilot end-of-course tests in English II and U.S. History. The state also plans to develop procedures for use in voluntary assessment of private schools and home schools.

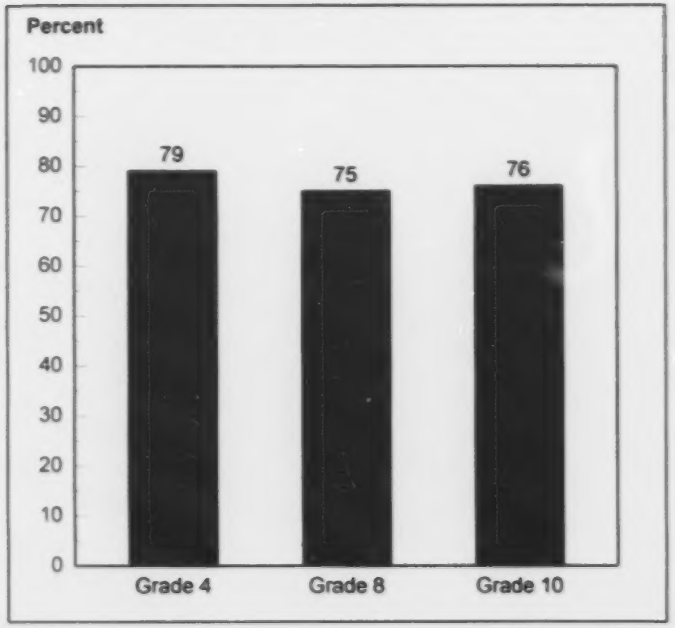
Who can I contact for more information?: Keith Cruse (512/463-9536)

What test is profiled below?: Texas Assessment of Academic Skills (TAAS)

How does the state report results?: Texas reports the percentage of students passing the TAAS, which emphasizes the assessment of academic skills and focuses on students' higher order thinking and problem-solving skills.

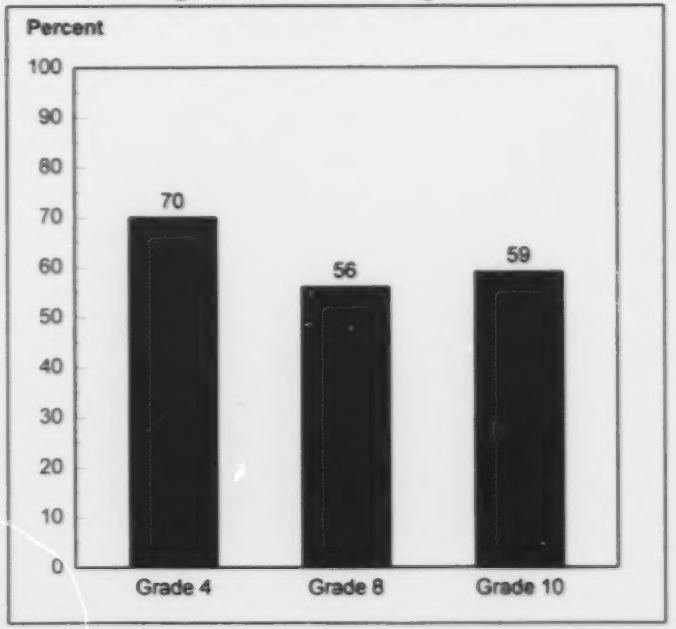
Reading

Percentage of Students Passing the Test, 1995



Mathematics

Percentage of Students Passing the Test, 1995



Graph reads: In 1995, 79 percent of 4th grade students in Texas passed the reading test.

	Core Curriculum Criterion-Referenced Program	Core Curriculum Performance Assessment Program	Statewide Testing Program
What grades & subjects are tested?	1-12: science, math 1-6: reading	1-6: math, reading, science, social studies, visual arts, writing	5, 8, 11: language arts, math, reading, science, social studies
What type of test is used?	CRT	Writing samples, performance testing	NRT
What is the purpose?	Instructional improvement	Instructional improvement	Public reporting; accountability
How are the results used?			
Student Accountability			Awards or recognition
School Accountability			Reporting
What are the consequences for schools?			
How are IEP & LEP students included?			
Accommodations	Yes, for IEP & LEP		Yes, for IEP
Alternative Assessments			
Participation Determination			Staff recommendation (IEP/LEP); Participation in special program (IEP); English proficiency, time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Utah has developed curriculum frameworks. The state assessment program is aligned with these frameworks.

What are the future directions for assessment?: Utah plans to continue the development of new CRTs in elementary science and secondary math.

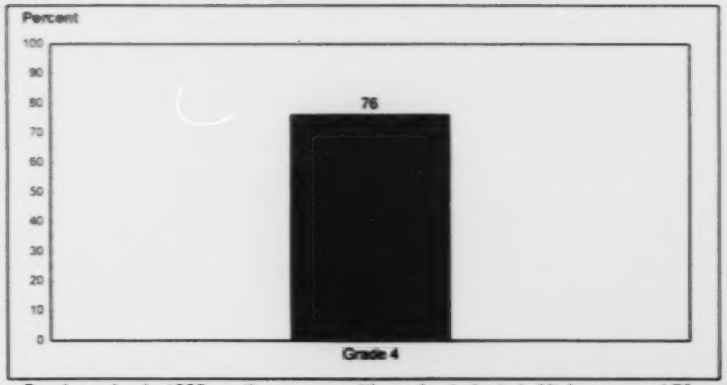
Who can I contact for more information?: David Nelson (801/538-7810)

What test is profiled below?: Core Curriculum Assessment Program: Criterion-Referenced Tests, grade 4; Statewide Testing Program (Stanford Achievement Test, 8th Edition), grades 8 and 11

How does the state report results?: For the Criterion-Referenced Tests, Utah reports reading results using the average percentage of items answered correctly. Utah reports mathematics results using the following performance levels: Advanced (96 to 100 percent of test items answered correctly); Proficient (86 to 95 percent correct); Basic (76 to 85 percent correct) and Below Basic (0 to 75 percent correct). For the Stanford Achievement Test, Utah reports results using national percentile ranks.

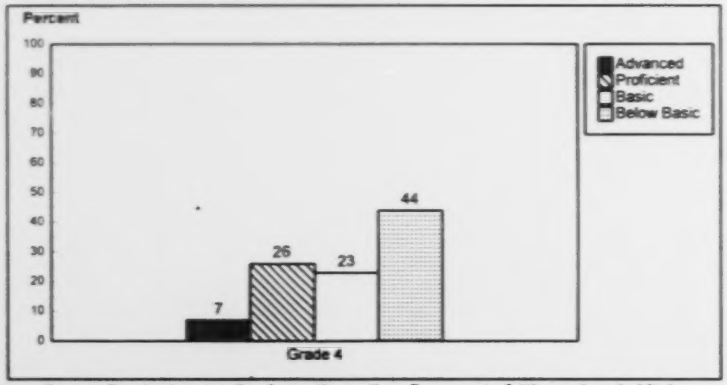
Reading

Percentage of Items Answered Correctly, 1995



Mathematics

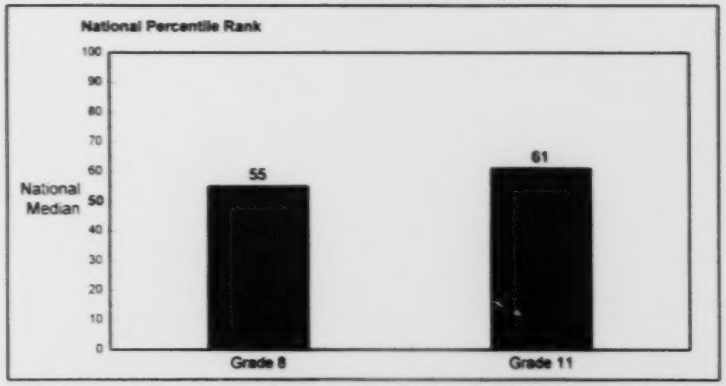
Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, on the average, 4th grade students in Utah answered 76 percent of items on the reading test correctly. In mathematics, 7 percent of 4th graders in Utah performed at the Advanced level, 26 percent at the Proficient level, 23 percent at the Basic level, and 44 percent at the Below Basic level.

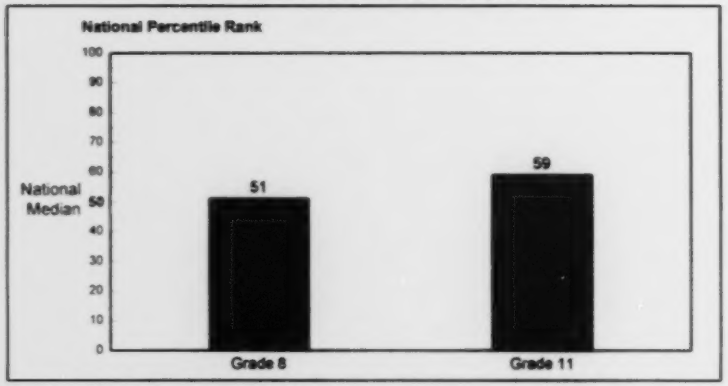
Reading

State Median Percentile Rank, 1995



Mathematics

State Median Percentile Rank, 1995



Graph reads: In 1995, the median 8th grade student in Utah performed at the 55th percentile in reading. The national median is the 50th percentile.

VERMONT

	Portfolio Assessment	Uniform Assessment
What grades & subjects are tested?	4, 8, 10: math 5, 8: writing	4, 8, 10: math 5, 8, 10: writing
What type of test is used?	Portfolio assessment	CRT, writing samples, performance testing
What is the purpose?	Support instructional improvement, monitor student performance against benchmarks	Monitor portfolio scoring; provide school level comparative data
How are the results used?		
Student Accountability		
School Accountability	Reporting	Reporting
What are the consequences for schools?	Public reporting of results	Public reporting of results
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination	Professional judgement (IEP); Time in U.S. or district (LEP)	Professional judgement (IEP); Time in U.S. or district (LEP)

Are tests aligned with curriculum frameworks or standards?: Vermont has developed content and performance standards. The state is in the process of aligning assessments with these items.

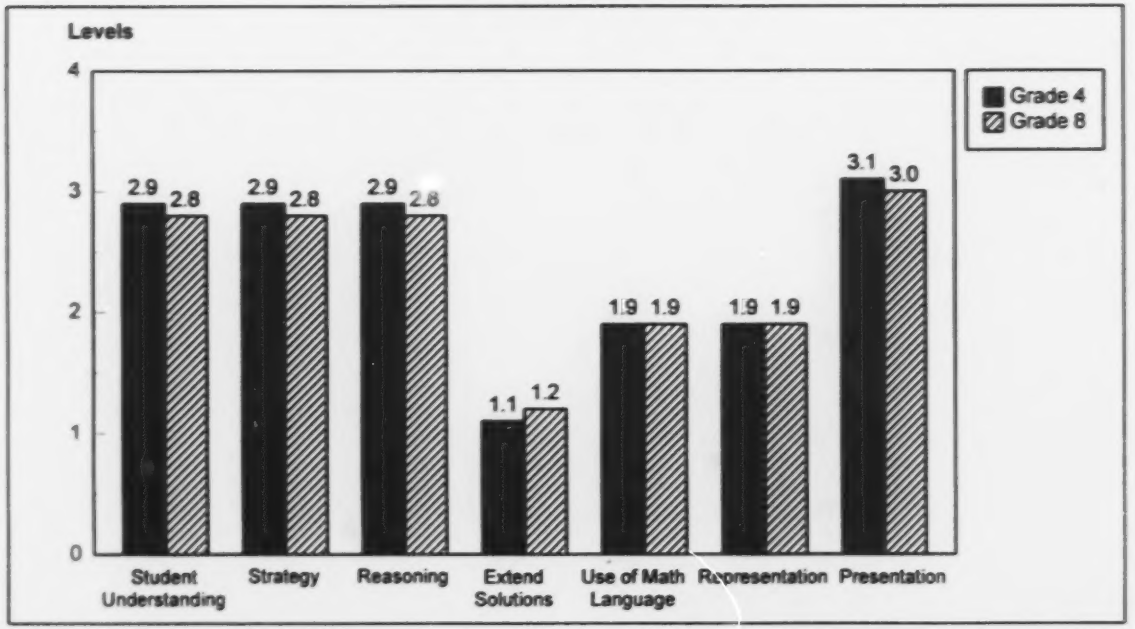
What are the future directions for assessment?: The Vermont Common Core of Learning will be the basis for an expanded assessment plan. Other new state assessment projects include an arts assessment, a science assessment, and a literacy assessment.

Who can I contact for more information?: Mary Ann Minardo (802/828-5410)

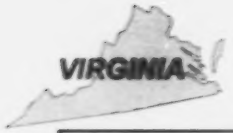
What test is profiled below?: Vermont Assessment Program: Portfolio Assessment

How does the state report results?: Vermont reports state average portfolio results based on four performance levels (a detailed description of the levels appears in Appendix C). For mathematics, the performance criteria on which portfolios are scored include: students' understanding of the problem, their strategy, their reasoning, their ability to extend their solutions, use of mathematical language and representation, and on overall presentation of solutions.

Mathematics
State Average Portfolio Rating, 1995



Graph reads: In 1995, the average 4th grade student in Vermont received a rating of 2.9 on the mathematics portfolio for their understanding of the problem.



	Literacy Passport Test	Virginia State Assessment Program
What grades & subjects are tested?	6-12: writing, math, reading	4, 8, 11: math, reading, science 4, 8: language arts, vocabulary, work study skills 4: social studies 11: using information, writing
What type of test is used?	CRT, writing samples, cloze	NRT
What is the purpose?	To assure readiness for high school, integrity of diploma	To aid teachers, schools in identifying achievement in general academic areas; to compare state performance with national
How are the results used?		
Student Accountability		To retain grade classification status in grades 9-12; graduation
School Accountability	Reporting	Reporting
What are the consequences for schools?	Public reporting of results	
How are IEP & LEP students included?		
Accommodations	Yes, for IEP	Yes, for IEP
Alternative Assessments		
Participation Determination		

Are tests aligned with curriculum frameworks or standards?: Virginia has developed content standards (Standards of Learning). The state is in the process of aligning assessments with these standards.

What are the future directions for assessment?: Virginia plans to field test a new assessment system, aligned with the revised Standards of Learning, in 1997.

Who can I contact for more information?: Doris Redfield (804/225-2102)

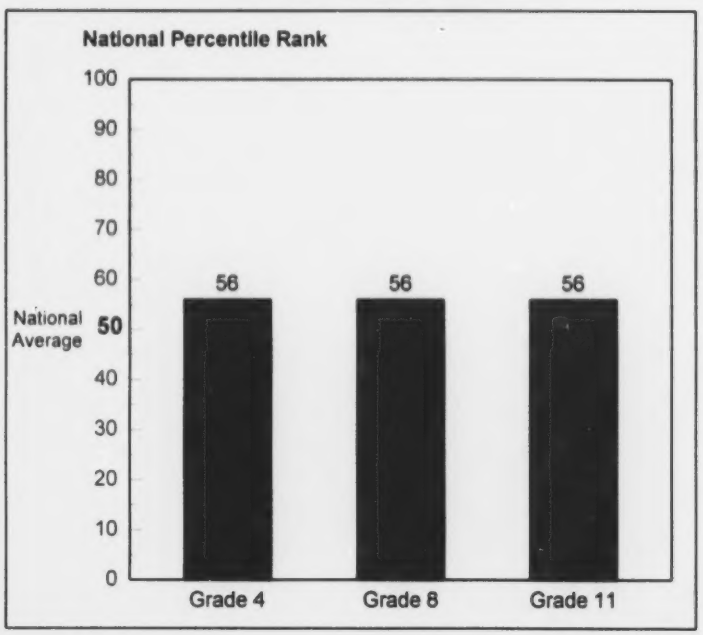
202

203

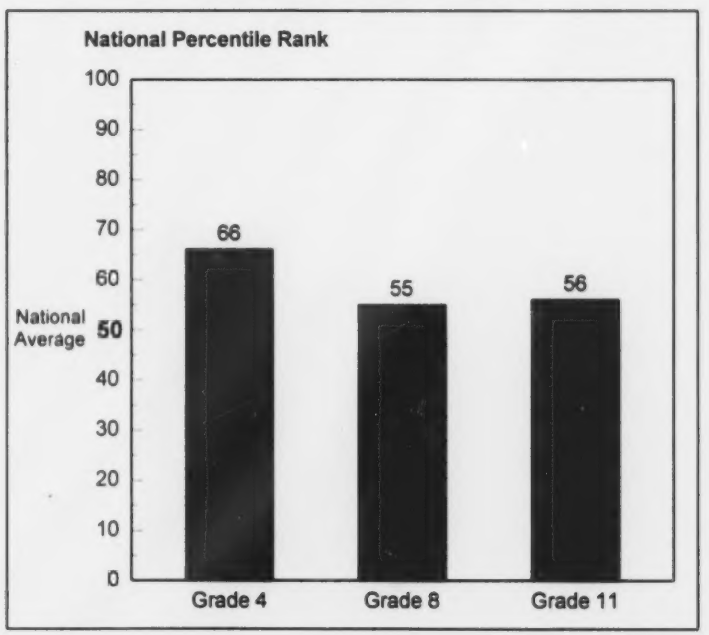
What test is profiled below?: Virginia State Assessment Program: Iowa Test of Basic Skills (ITBS), grades 4 and 8; and Tests of Achievement and Proficiency (TAP), grade 11

How does the state report results?: Virginia reports ITBS and TAP results using national percentile ranks.

Reading Comprehension
State Average Percentile Rank, 1995



Mathematics
State Average Percentile Rank, 1995



Graph reads: In 1995, on the average, 4th grade students in Virginia performed at the 56th national percentile in reading. The national average is the 50th percentile.

Basic Assessment Program

What grades & subjects are tested?	4, 8, 11: math, reading, science, social studies 4, 8: language arts
What type of test is used?	NRT, CRT
What is the purpose?	Student reporting; school accountability
How are the results used?	
Student Accountability	
School Accountability	Reporting
What are the consequences for schools?	Funding gain; school must develop action plan to improve weak areas
How are IEP & LEP students included?	
Accommodations	Yes, for IEP
Alternative Assessments	
Participation Determination	Staff recommendation (IEP/LEP)

Are tests aligned with curriculum frameworks or standards?: Washington has developed state goals, content and performance standards, assessment and curriculum frameworks, and student expectations. Alignment with the state assessment program is in progress.

What are the future directions for assessment?: Washington plans to develop and field test assessments including multiple-choice and paper-and-pencil tests in grades 4 and 7. The final assessment system is to be available for voluntary use in 1999-2000 at grades 4, 7, and 10; the system will be mandatory in 2000-2001.

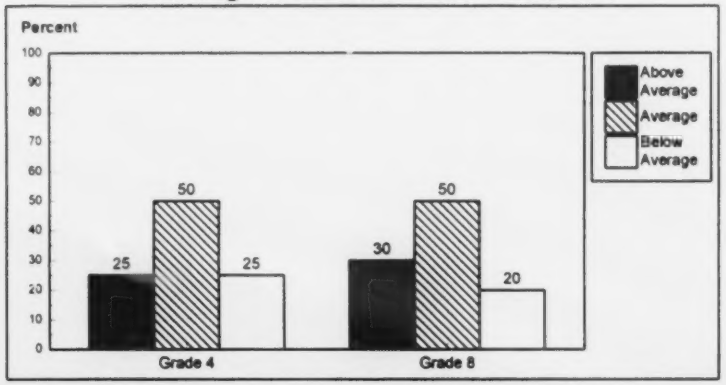
Who can I contact for more information?: Duncan MacQuarrie (360/753-3449)

What test is profiled below?: Basic Assessment Program: Comprehensive Test of Basic Skills, 4th Edition (CTBS/4), grades 4 and 8; and Curriculum Frameworks Assessment System (CFAS), grade 11

How does the state report results?: CTBS/4 scores are presented using three levels: above average (percentile scores of 76-99), average (percentile scores of 26-75), and below average (percentile scores of 1-25). CFAS scores are presented using the following performance levels: Proficient (student demonstrates a solid understanding of core concepts, skills, and knowledge fundamental to the subject); Uncertain (judges were not in agreement that student score reflected proficient performance); Not proficient (no judge found student score reflected proficient performance); and Unknown (student exempted from testing, reported as absent, or not accounted for).

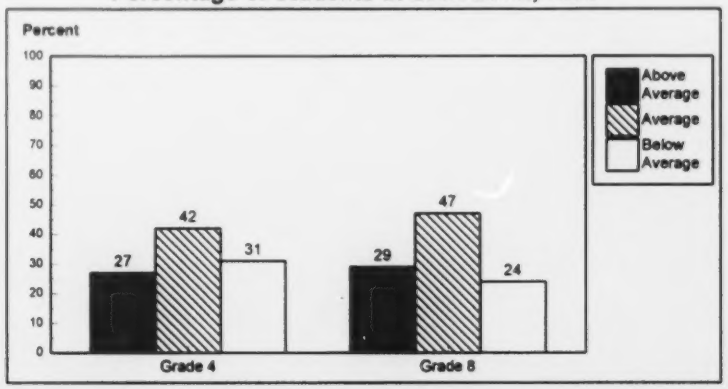
Reading

Percentage of Students at Each Level, 1995



Mathematics

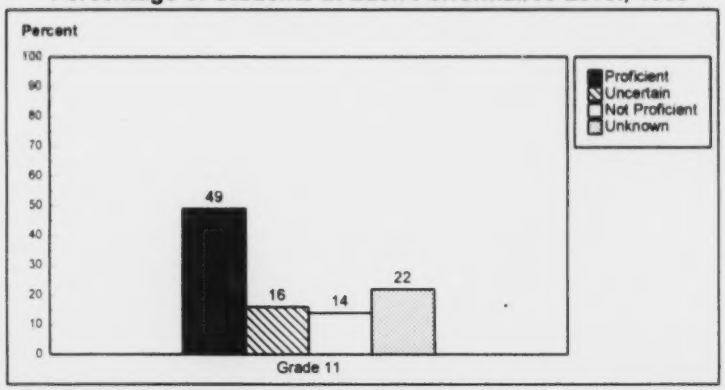
Percentage of Students at Each Level, 1995



Graph reads: In 1995, 25 percent of 4th grade students in Washington performed at the above average level in reading, 50 percent at the average level, and 25 percent at the below average level.

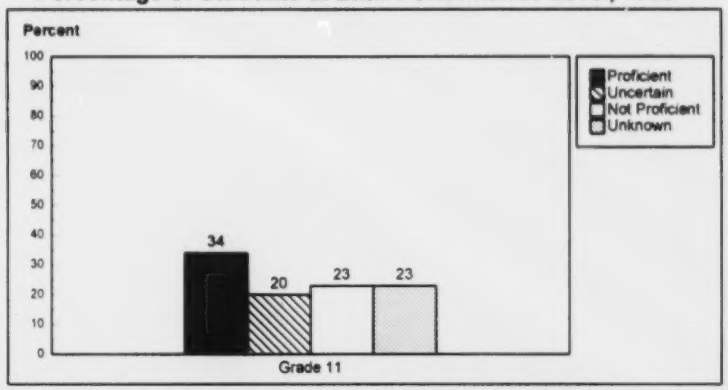
English/Language Arts

Percentage of Students at Each Performance Level, 1995



Mathematics

Percentage of Students at Each Performance Level, 1995



Graph reads: In 1995, 49 percent of 11th grade students in Washington performed at the proficient level in English/language arts, 16 percent at the uncertain level, 14 percent at the not proficient level, and 22 percent at the unknown level.

WEST VIRGINIA

	WV - STEP	Writing Assessment	Norm-Referenced Testing
What grades & subjects are tested?	1-8: math, reading, writing 10: writing	8, 10: writing	3, 6, 9, 11: language arts, reading, science, social studies, spelling, study skills, math
What type of test is used?	CRT, writing samples, performance testing	Writing samples	NRT
What is the purpose?	To assess instructional program	To assess instructional program	To assess instructional program
How are the results used?			
Student Accountability			
School Accountability	Reporting	Reporting	Reporting; skills guarantee; accreditation
What are the consequences for schools?			Funding or accreditation loss
How are IEP & LEP students included?			
Accommodations	Yes, for IEP	Yes, for IEP	Yes, for IEP
Alternative Assessments			
Participation Determination	Participation in special program, staff recommendation (IEP)	IEP committee (IEP)	Participation in special program, staff recommendation (IEP)

Are tests aligned with curriculum frameworks or standards?: West Virginia has developed performance standards and curriculum frameworks. The state assessment program is aligned with these items.

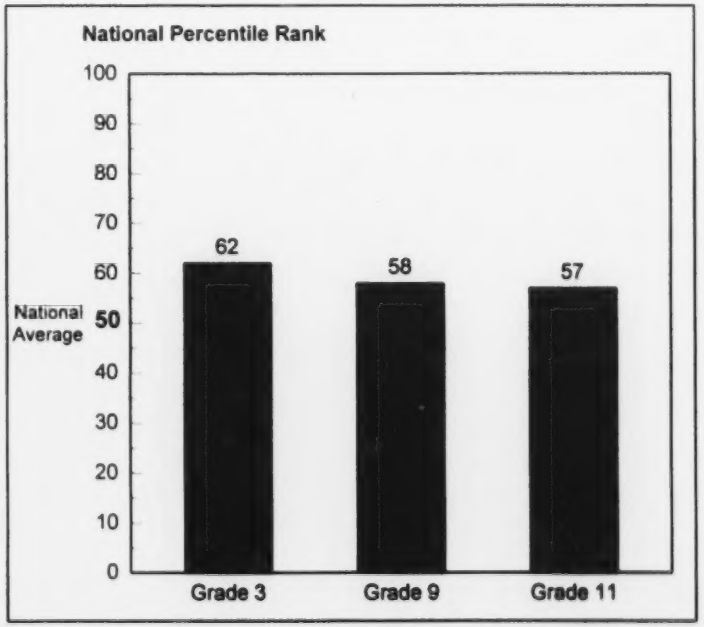
What are the future directions for assessment?: The WV-STEP test, mandated by the state legislature, may become optional in 1996.

Who can I contact for more information?: Karen Nicholson (304/558-2651)

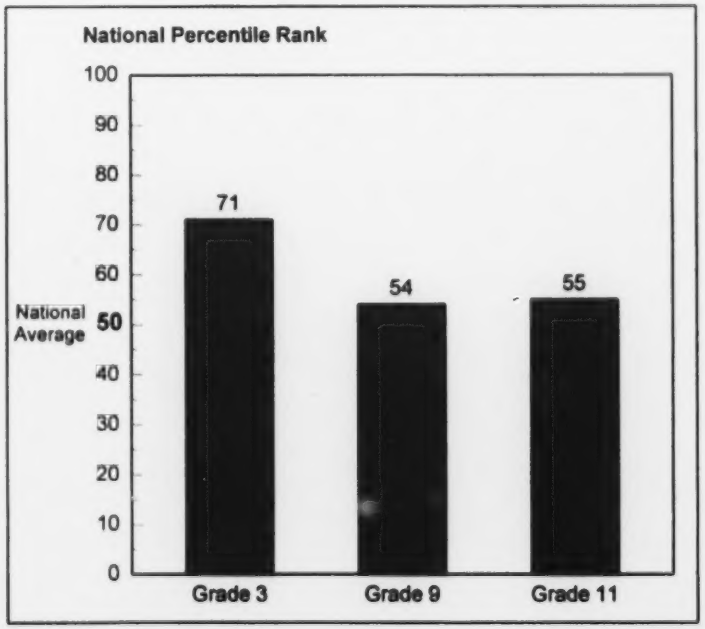
What test is profiled below?: Norm-Referenced Testing: Comprehensive Test of Basic Skills, 4th Edition (CTBS/4)

How does the state report results?: West Virginia reports CTBS/4 results using national percentile ranks.

Reading
State Average Percentile Rank, 1994-95



Mathematics
State Average Percentile Rank, 1994-95



Graph reads: In 1994-95, on the average, 3rd grade students in West Virginia performed at the 62nd national percentile in reading. The national average is the 50th percentile.

212

213

	Knowledge and Concepts Component of the Wisconsin Student Assessment System (WSAS)	Third Grade Reading Test (TGRT)
What grades & subjects are tested?	4, 8, 10: writing, social studies, science, language arts, reading, math	3: reading
What type of test is used?	NRT, writing samples, short answer	CRT
What is the purpose?	Accountability; educational/career planning; curriculum instruction and improvement.	Identifies individual student performance with respect to a statewide performance standard; provides districts with information to evaluate program effectiveness; allows district comparison with state
How are the results used?		
Student Accountability		
School Accountability	Comparative reporting; (Districts are prohibited from using test scores to evaluate teacher performance)	Comparative reporting
What are the consequences for schools?	Schools below state-established standard are identified as low-performing	Districts must develop improvement plan if fewer than 80 percent of students are above the standard
How are IEP & LEP students included?		
Accommodations	Yes, for IEP & LEP	Yes, for IEP & LEP
Alternative Assessments		
Participation Determination	Subject-level-specific language proficiency (IEP); English proficiency (LEP)	Specified in IEP subject area (IEP); English proficiency (LEP)

Are tests aligned with curriculum frameworks or standards?: Wisconsin is developing state goals, content standards, assessment frameworks, and student expectations. The state is in the process of aligning assessments with these items.

What are the future directions for assessment?: Wisconsin will develop proficiency standards and expectations for each subject area of the Knowledge and Concepts tests. In addition, 4th grade will be added to the Knowledge and Concepts program for the 1996-97 school year. The state also plans to develop a manual for districts to use in developing performance assessments.

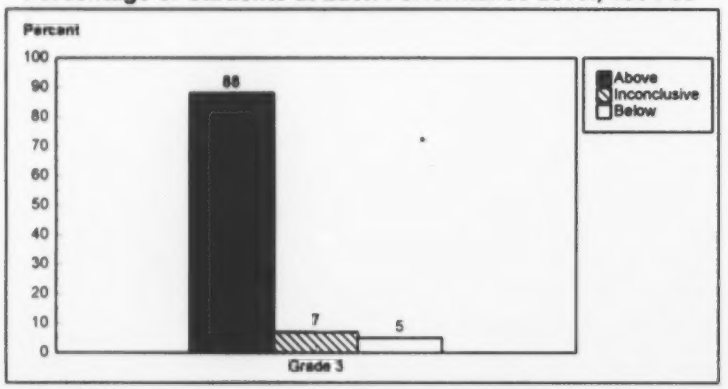
Who can I contact for more information?: B. Darwin Kaufman (608/267-9111)

What test is profiled below?: Third Grade Reading Test (grade 3) and Knowledge and Concepts Examinations (grades 8 and 10)

How does the state report results?: The Third Grade Reading Test results are reported using three performance levels: Above the performance standard (29 or more of the items answered correctly); Inconclusive (23 through 28 of the items answered correctly); and Below the performance standard (22 or fewer items answered correctly). The Knowledge and Concepts Examinations results are reported using national percentile ranks.

Reading

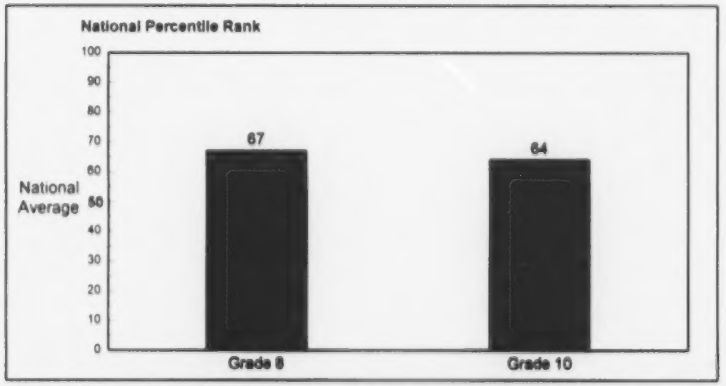
Percentage of Students at Each Performance Level, 1994-95



Graph reads: In 1994-95, 88 percent of 3rd grade students in Wisconsin scored above the performance standard, 7 percent scored at the inconclusive level, and 5 percent below the performance standard.

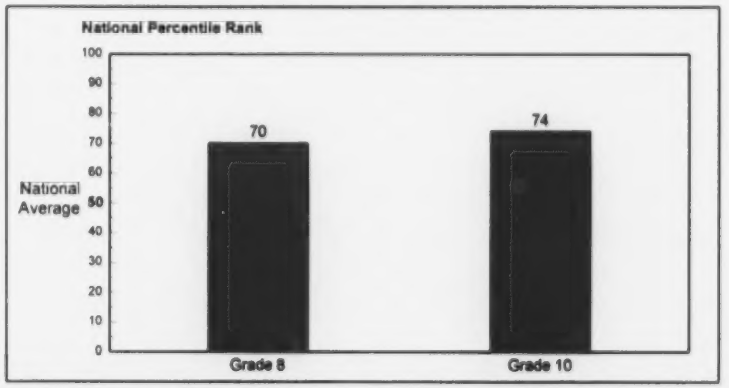
Reading

State Average Percentile Rank, 1994-95



Mathematics

State Average Percentile Rank, 1994-95



Graph reads: In 1994-95, on the average, 8th grade students in Wisconsin performed at the 67th national percentile in reading. The national average is the 50th percentile.

Wyoming does not have a statewide assessment program. The state has developed model student expectations for math, science, applied technology, arts education, language arts, and environmental education.

Who can I contact for more information?: Alan Sheinker (307/777-6213)

No statewide testing data are available for this state.

APPENDIX A

STATE LEVEL READING AND MATHEMATICS ACHIEVEMENT DATA FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

STATE LEVEL READING AND MATHEMATICS ACHIEVEMENT DATA FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Percentage of public school students who scored at the Proficient or Advanced levels in reading, thus meeting the Goals Panel's performance standard:

State	Mathematics Grade 4 in 1992	Mathematics Grade 8 in 1992	Reading Grade 4 in 1994	State	Mathematics Grade 4 in 1992	Mathematics Grade 8 in 1992	Reading Grade 4 in 1994
Alabama	10%	12%	23%	Montana	--	--	35%
Alaska	--	--	--	Nebraska	23%	32%	34%
Arizona	13%	19%	24%	Nevada	--	--	--
Arkansas	10%	13%	24%	New Hampshire	26%	30%	36%
California	13%	20%	18%	New Jersey	25%	28%	33%
Colorado	18%	26%	28%	New Mexico	11%	14%	21%
Connecticut	25%	30%	38%	New York	17%	24%	27%
Delaware	17%	18%	23%	North Carolina	13%	15%	30%
Florida	14%	18%	23%	North Dakota	23%	36%	38%
Georgia	16%	16%	26%	Ohio	17%	22%	--
Hawaii	15%	16%	19%	Oklahoma	14%	21%	--
Idaho	16%	27%	--	Oregon	--	--	--
Illinois	--	--	--	Pennsylvania	23%	26%	30%
Indiana	16%	24%	33%	Rhode Island	14%	20%	32%
Iowa	27%	37%	35%	South Carolina	13%	18%	20%
Kansas	--	--	--	South Dakota	--	--	--
Kentucky	13%	17%	26%	Tennessee	10%	15%	27%
Louisiana	8%	10%	15%	Texas	16%	21%	26%
Maine	28%	31%	41%	Utah	20%	27%	30%
Maryland	19%	24%	26%	Vermont	--	--	--
Massachusetts	24%	28%	36%	Virginia	19%	23%	26%
Michigan	19%	23%	--	Washington	--	--	27%
Minnesota	27%	37%	33%	West Virginia	13%	13%	26%
Mississippi	7%	8%	18%	Wisconsin	25%	32%	35%
Missouri	19%	24%	31%	Wyoming	19%	26%	32%

-- Data not available.

APPENDIX B

SURVEY ITEMS

SURVEY ITEMS

The following survey items are from the Association of State Assessment Programs (ASAP) Annual Survey, administered by the Council of Chief State School Officers and the North Central Regional Educational Laboratory. The items below were selected to provide information for the profiles of each state's assessment system that appear in this document.

1.6. Are there changes you foresee for next year in your state's current assessment programs? If so, what are they and why are they likely to occur?

_____

1.7 What assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months? Please give title and describe briefly.

_____

2.17 In your opinion, is your state developing or does it have:

- ☐ State goals
- ☐ Content standards
- ☐ Performance standards
- ☐ Assessment frameworks
- ☐ Curriculum frameworks
- ☐ Student expectations
- ☐ None of the above

2.22 Is your state's assessment program aligned to the curriculum frameworks, state goals, or standards?

	Yes	In Progress	Planned	No
Reading				
Math				
Writing				
Science				
Social Studies				
Other				

3.1 Program Component: _____

Purpose of Component: _____

Contact Person: _____

Phone: _____

3.2 Subject, grades, and numbers of students tested:

	Number of Students Assessed				
Fill in subject -->					
Grade: Kg					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

3.9 What types of tests or assessments are used?

- ☐ Norm-referenced, multiple-choice (NRT)
- ☐ Criterion-referenced, multiple-choice (CRT)
- ☐ Writing samples
- ☐ Performance assessment
- ☐ Portfolios
- ☐ Others. Please explain _____

3.15 What uses are made of the results of the assessment?

Instructional Process

- ☐ Student diagnosis or placement
- ☐ Improvement of instruction, curriculum
- ☐ Program evaluation
- ☐ Other _____

Accountability: for students

- ☐ Student awards or recognition
- ☐ Student promotion
- ☐ Honors high school diploma
- ☐ Endorsed high school diploma
- ☐ High school graduation (exit requirement)
- ☐ Other _____

Accountability: for schools

- ☐ School awards or recognition
- ☐ School performance reporting (e.g., school report cards)
- ☐ High school skills guarantee
- ☐ School accreditation
- ☐ Other intervention _____

Accountability: for staff

- ☐ Teacher awards or recognition
- ☐ Teacher monetary awards (i.e., bonuses)
- ☐ Teacher evaluation or certification
- ☐ Teacher salary adjustments (i.e., merit pay)
- ☐ Other _____

3.16 Does this assessment component have consequences of the following sort?

For schools

- ☐ Funding gain
- ☐ Exemption from regulations
- ☐ Warnings
- ☐ Probation, watch lists
- ☐ Funding loss
- ☐ Accreditation loss
- ☐ Takeover
- ☐ Dissolution
- ☐ Other _____

For staff

- ☐ Financial rewards
- ☐ Certification status gain
- ☐ Probation
- ☐ Certification status loss
- ☐ Financial penalties
- ☐ Other _____

3.20 If IEP/LEP students are exempted from an assessment, what are the exemption criteria?

	IEP	LEP
Participation in special program		
Teacher/administrator recommendation		
English language proficiency		
Time in U.S. or school district		
Other. Specify _____		

3.21 What kind of accommodations are allowed for IEP or LEP students?

	IEP	LEP
Excluded from assessment		
Included, no accommodation		
Included, with accommodation		
Alternative or different test		
Audio-taped/read instructions/ questions		
Audio-taped responses		
Braille		
Extra time		
Flexible scheduling		
Large print		
Multiple/extra testing sessions		
Separate testing setting		
Simplification/clarification of directions		
Small group administration		
Use of dictionaries/word lists		
Word processor		
Other languages (all but reading)		
Other (Please specify) _____ _____		

APPENDIX C

GLOSSARY AND TECHNICAL NOTES

GLOSSARY

Authentic assessment: measures students' performance on real-life types of skills in ways that are true to the nature of the real-life skill. For example, students would be asked to interview for a job in an assessment of job interviewing, rather than respond to a multiple-choice question asking which student is most likely to get a job based on their performance in an interview.

Carnegie unit: a standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

Cloze: a kind of assessment item that uses any of a variety of fill-in-the-blank procedures, where the blank is imbedded in a textual context.

Component: one part of a state's assessment program, which may consist of one or more types of tests or test instruments used to assess student achievement in any given grades and subjects. For the purposes of this report, a component is defined by its format (the type of testing method used) and/or its purpose (e.g., to determine school readiness or student achievement).

Constructed response: refers to open-ended questions (either short-answer or extended-response exercises) in which students compose a response to a question. This could be an essay, drawing, sketch, or other response.

Content standards: statements that specify what students should know and be able to do. When set by states, these statements tend to be general and less concrete than performance standards.

CRT: criterion-referenced test. A test to measure performance or levels of knowledge on specific content to determine if the student's performance or mastery level meets an established criterion. Scores are expressed in terms of the level of knowledge or skills achieved.

Curriculum frameworks: a document published by a state education agency or state board of education that outlines desired subject content or standards for a core academic subject, generally for grades K-12, and written by a team of content experts, state agency personnel, and local educators. Many state frameworks also address pedagogy for a subject, classroom examples and vignettes, and education policies and school conditions that support desired content and instruction. A state curriculum framework is not a prescribed curriculum or lesson plan for teaching a subject.

Endorsed diploma: a special seal on the diploma recognizes satisfactory performance.

Enhanced multiple-choice: any multiple-choice question that requires more than the selection of one correct response. Often, the task requires the students to explain their responses.

Extended response: see **open-ended**.

Free response: see **open-ended**.

Grid response: a type of open-ended question used on math tests that requires a student to solve a problem and enter his/her answer by filling in the appropriate numbers ("bubbles") on a computer-scanned answer sheet.

Honors diploma: a special diploma based on high performance.

IEP: individualized education program. The IEP is used to plan the educational program for special education students and may also be used to determine which students are included in the state assessment program, with or without adaptations of the assessment.

Interpolated national norms: norms that are mathematically derived from empirical norm values. As national norms are established for a particular test administration period (e.g., spring or fall), interpolated norms may be used to adjust norms for tests that are administered at a different time during the school year.

LEA: local education agency.

LEP: limited English proficient. This is a designation of students found eligible for programs to assist the student learn English while enrolled in school. States have definitions of which students are eligible to be assessed in the state assessment program, with or without adaptations.

Lexile framework: a scale that translates a student's reading comprehension score on a test to actual books or other reading material the child is able to read.

Machine-scorable, nontraditional items: a nontraditional test item is any assessment activity other than a multiple-choice item from which the student selects one response. These items or performances are scored using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric (a guide that describes different levels of proficiency), or comparison to benchmark papers or performances.

Mean: the average. To compute the mean, one adds up the values for each case and divides by the total number of cases.

Median: the middle score in a set of ranked scores.

Normal curve equivalent (NCE) scores: NCE scores are an equal-interval, normalized, standard score with a mean of 50 and a standard deviation of 21.06 (standard scores indicate how far a raw score is above or below a norm-group mean in terms of standard deviation units). The NCE represents a normal curve on a 99-point scale and matches the percentile rank at values 1, 50, and 99. An NCE score of 50 equates to the 50th percentile, indicating a score higher than the scores of 50 percent of the students taking the test. An NCE score of 60 is equivalent to the 70th percentile, indicating a score higher than scores for 70 percent of the students taking the test.

NRT: norm-referenced test. A test that is used to compare the performance of an individual or group--classes, schools, districts, states--with the norms or standard scores of the overall population. Scores are often expressed as percentiles, stanines, or grade equivalents. The reference group is a group carefully selected to represent the population *at one point in time*.

Open-ended items: any item or task that requires the production of a short written response on the part of the respondent. Most often, there is a single right answer (e.g., a fill-in-the-blank or short written response to a question).

Opportunity-to-learn standards: statements about the conditions and resources necessary to give students an equal chance to learn the content standards and meet performance standards specified by the state or school district.

Percentile ranking: indicates a rank relative to others in a defined norm group. The ranks range from 1 to 99 and indicate the percentage of the norm group who achieve lower scores. For example, if a student is at the 63rd percentile, it means that 63 percent of the students in the norm group scored lower than this particular student.

Performance project: a task used in authentic testing that requires a student to develop a product, exhibition, or activity in order to respond to the question posed.

Performance standards: how well a student has to perform to be considered at a satisfactory or other specified level.

Performance testing: see **authentic testing**. May refer in many instances to students responding to open-ended, written response items.

Portfolio: an accumulation of a student's work over time that demonstrates the student's best performance, typical performance, or growth in performance.

Quintile: divides the percentile scale into fifths and classifies scores into the five groups based on the value of their percentile rank. For example, scores between the 1st and 19th percentile are in the first quintile while scores between the 80th and 99th percentile are in the fifth quintile.

Quartile: divides the percentile scale into quarters and classifies scores into the four groups based on the value of their percentile rank. For example, scores between the 1st and 24th percentile are in the first quartile, while scores between the 75th and 99th percentile are in the fourth quartile.

Short answer: see **open-ended**.

Stanine score: a stanine score ranges from 1 to 9 and is based on standard deviation units in a normal curve. Stanines are used to rank scores in a manner similar to quartiles. Often, states will define stanine scores 1-3 as below average, 4-6 as average, and 7-9 as above average.

State goals: statements that specify desired or valued expectations for students, schools, or school systems. They do not say what students should know and be able to do. They detail the purpose of the educational enterprise, the reasons schools exist. An example would be, "All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibility of citizenship and able to contribute to the social and economic well-being of our diverse, global society."

Student expectations: statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete.

Teacher observation: an assessment technique that requires the student to perform a task while being observed and rated by the teacher using an agreed-on set of scoring criteria.

TECHNICAL NOTES

Three states (Maine, New Hampshire, and Vermont) provided more detailed information on performance levels than could be shown on preceding pages of this document.

MAINE

Maine has established four performance levels in reading and mathematics for grades 4, 8, and 11. The performance levels for reading are described as follows:

Distinguished: Maine readers demonstrate the ability to see implications and extend applications and connections beyond the obvious. These students are insightful, understand complex ideas, control reading strategies needed to construct meaning from various types of material, and use reference skills effectively.

Advanced: Maine readers demonstrate full understanding of the text and can link ideas within and among texts. These readers' answers to questions are complete, demonstrate control of reading strategies needed to construct meaning from various types of material, and show knowledge of reference skills.

Basic: Maine readers demonstrate better understanding of some types of texts than others. These students may make important connections among ideas within some texts or in some responses, but the demonstration of this ability may not be consistent across texts. Some readers may be consistent in making obvious connections and relatively low-level inferences across texts. These readers demonstrate some control of reading strategies needed to construct meaning from various types of material and know standard reference skills.

Novice: Maine readers demonstrate limited understanding of reading material beyond obvious stated facts. These readers' control of strategies appears to be dependent on the particular type or difficulty level of the text. These students demonstrate limited ability to use reference skills independently.

Maine's performance levels for mathematics are described as follows:

Distinguished: Maine students demonstrate in-depth understanding of mathematics by applying sound reasoning to solve nonroutine problems using efficient and sometimes innovative strategies. These students make connections among mathematical concepts and extend their understanding of specific problems to more global or parallel situations. They can communicate mathematically with effectiveness and sophistication.

Advanced: Maine students solve routine and many nonroutine problems and determine the reasonableness of the solutions using estimation, patterns and relationships, connections among mathematical concepts, and effective organization of

data. These students make important connections of mathematics to real-world situations, do accurate work, and communicate mathematical strategies effectively.

Basic: Maine students can solve routine problems, but are challenged to develop appropriate strategies for nonroutine problems. Solutions sometimes lack accuracy; reasoning and communications are sometimes limited.

Novice: Maine students demonstrate some success with computational skills but have great difficulty applying those skills to problem-solving situations. Mathematical reasoning and communication skills are minimal.

NEW HAMPSHIRE

New Hampshire has established four performance levels in language arts and mathematics for grade 3. The performance levels for language arts are described as follows:

Advanced: Students at this level demonstrate a thorough comprehension of the materials they read, hear, and view. They are able to identify main and subordinate ideas, supporting details, and facts. They use comparisons and predictions to increase their level of understanding. They can draw conclusions and make critical judgments. Their responses are detailed and reflect careful thought. When writing, they communicate clearly and effectively. They can organize ideas, develop a topic, add supporting detail, and vary both sentence structure and vocabulary.

They make few, if any, mechanical errors.

Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make some errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Basic: Students at this level are able to determine the literal meaning of the materials they read, hear, and view. They can identify clearly-stated main ideas and make direct comparisons. Their responses are sometimes incomplete and are supported with few details. When writing, they communicate at a rudimentary level. Although they employ both simple and more complex sentences, overall their work shows elementary organization, development, and use of detail. While they demonstrate a fundamental control of mechanics, they may make errors in spelling and grammar.

Novice: Students at this level are at the beginning of their literacy development. They extract limited meaning from what they read, hear, and view. Although they may be able to locate major details, they are often unable to identify clearly stated main ideas. When writing, they have difficulty communicating. While it may be related to the point they are trying to make, their written work is minimal and shows little organization, development, or use of

detail. A disproportionate number of errors in capitalization, punctuation, spelling, and grammar interfere with a reader's ability to understand the text.

New Hampshire's performance levels for mathematics are described as follows:

Advanced: Students at this level are able to solve problems and communicate their answers and problem-solving strategies clearly and concisely. They can accurately add, subtract, and multiply whole numbers to the same extent as proficient students. They have an understanding of fractions and decimals and can add and subtract decimals in everyday situations. They are able to make estimations; use models to demonstrate mathematical concepts; draw conclusions from information presented in charts and graphs; identify, classify, and compare geometric objects; measure accurately; construct simple charts and graphs; and recognize, describe, extend and create a variety of patterns.

Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add 3-digit whole numbers, subtract any two 2-digit numbers; and multiply whole numbers up to the number 5. They are able to demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Basic: Students at this level are able to multipl whole numbers up to the number 5 with reasonble accuracy. They can add and subtract 1-digit wble numbers with ease. When adding or subtractin 2-digit whole numbers, regrouping (borrowing and carrying) presents a challenge. They demonstrte a rudimentary understanding of place value, fractinal parts, geometry, and measurement. They can recognize and extend simple patterns and read uncomplicated charts and graphs. They demontrate limited skill in the application of mathematics to problem-solving situations.

Novice: Students at this level are able to add ad subtract 1- and 2-digit whole numbers without regrouping (borrowing and carrying). However, hey frequently make errors in these computations. hey can recite whole-number multiplication facts up › the number 5. Although they have some knowledg‹ of place value, fractions, geometry, and measuremnt, their understanding of these areas in extremely limited. They are unable to demonstrate the application of mathematical skills to problem-soling situations.

VERMONT

The Vermont mathematics portfolio contains the following seven problem-solving criteria and corresponding performance levels:

PS1: Understanding the Problem

- Level 1: Student misunderstood the problem or didn't understand enough to get started or make progress.
- Level 2: Student understood enough to solve part of the problem or to reach a partial solution.
- Level 3: Student understood the problem, including identifying and using any information minimally required to solve the problem.
- Level 4: Student identified special factors beyond those minimally required to solve the problem and applied the factors consistently and correctly.

PS2: How Student Solved the Problem

- Level 1: Student approach didn't work or no approach evident.
- Level 2: Student approach would lead to solving only part of the problem or reaching a partial solution.
- Level 3: Student approach worked or would work for the problem.
- Level 4: Student approach worked and was efficient or sophisticated.

PS3: Why - Decisions Along the Way

- Level 1: No reasoning evident from the work or reasoning is incorrect.
- Level 2: Only partially correct reasoning or correct reasoning used for only part of the problem.
- Level 3: Student work suggests correct reasoning used in making decisions throughout the problem.
- Level 4: Student work clearly exhibits correct reasoning used in making decisions throughout the problem.

PS4: So What - Outcomes of Activities

- Level 1: Student solved the problem and stopped or made an observation that is inappropriate or irrelevant with respect to his/her solution.
- Level 2: Student solved the problem and made a mathematically relevant comment or observation about some aspect of his/her solution.
- Level 3: Student solved the problem and made a mathematical connection between solution and other mathematics or the "real world."
- Level 4: Student solved the problem and made a general rule about the solution or extended

the solution to a more complicated situation.

C1: Mathematical Language

Level 1: Student used no mathematical language beyond problem statement or consistently used inappropriate or inaccurate math language to communicate his/her solution.

Level 2: Student used appropriate mathematical language to communicate his/her solution, may have some errors in accuracy and lack variety.

Level 3: Student used mathematical language accurately and appropriately throughout to communicate his/her solution, and exhibited variety.

Level 4: Student used mathematical language accurately and appropriately throughout, exhibited variety, and used sophisticated math language to communicate some aspect(s) of his/her solution.

C2: Mathematical Representation

Level 1: Student used inappropriate mathematical representation or didn't use any mathematical representation to communicate the solution.

Level 2: Student attempted to use appropriate mathematical representation to communicate solution.

Level 3: Student used appropriate mathematical representation accurately to communicate the solution.

Level 4: Student used sophisticated mathematical representation(s) accurately to communicate the solution.

C3: Presentation

Level 1: Student presentation of solution is unclear.

Level 2: Student presentation of solution contains some clear parts.

Level 3: Student presentation of solution is clear, but reader must fill in some details to understand the solution.

Level 4: Student presentation of solution is clear throughout, well-organized, and detailed.

APPENDIX D

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES

Blank, R.K. and Pechman, E.P. (1995). *State curriculum frameworks in mathematics and science: How are they changing across the states?*. Washington, DC: Council of Chief State School Officers.

Council of Chief State School Officers and North Central Regional Educational Laboratory. (1996). *The status of state student assessment programs in the United States: Annual Report, 1996.* Washington, DC: Council of Chief State School Officers.

Council of Chief State School Officers, State Education Assessment Center. (1995). *State education policies on K-12 curriculum, student assessment, and teacher certification: 1995.* Results of a 50 state survey. Washington, DC: Author.

Council of Chief State School Officers. (1995). *Status report: State systemic education improvements.* Washington, DC: Author.

Council of Chief State School Officers, State Education Assessment Center. (1995). *State education accountability reports and indicator reports: Status of reports across the states.* Washington, DC: Author.

Creech, J.D. (1994). *Educational benchmarks 1994.* Atlanta, GA: Southern Regional Education Board.

Education Commission of the States. (1996). *Standards and Education: A Roadmap for State Policymakers.* Denver, CO: Author.

Herman, J.L., Aschbacher, P.R., and Winters, L. (1992). *A practical guide to alternative assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Rudner, L.M., Conoley, J.C., and Plake, B.S. (Eds.). (1989). *Understanding achievement tests: A guide for school administrators.* Washington, DC: The ERIC Clearinghouse on Test, Measurement, and Evaluation, American Institutes for Research.

Southern Regional Education Board. (1995). *Linking education report cards and local school improvement.* Atlanta, GA: Author.

Southern Regional Education Board. (1994). *Educational benchmarks 1994: State-by-state background data.* Atlanta, GA: Author.

NATIONAL EDUCATION GOALS PANEL
1255 — 22nd Street, N.W., Suite #502
Washington, D.C. 20037
(202) 632-0952 ··· FAX (202) 632-0957